Psychological, Methodological & Statistical

Terms

Glossary

Concepts & Definitions

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Abnormal psychology The area of psychological investigation concerned with understanding the nature of

individual pathologies of mind, mood, and behavior.

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A-B-A design Experimental design in which participants first experience the baseline condition (A), then

experience the experimental treatment (B), and then return to the baseline (A).

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Absolute threshold The minimum amount of physical energy needed to produce a reliable sensory

experience; operationally defined as the stimulus level at which a sensory signal is detected half the time.

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Accommodation According to Piaget, the process of restructuring or modifying cognitive structures so

that new information can fit into them more easily; this process works in tandem with assimilation.

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Acquisition The stage in a classical conditioning experiment during which the conditioned response is

first elicited by the conditioned stimulus.

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Action potential The nerve impulse activated in a neuron that travels down the axon and causes

neurotransmitters to be released into a synapse.

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Acute stress A transient state of arousal with typically clear onset and offset patterns.

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Addiction A condition in which the body requires a drug in order to function without physical and

psychological reactions to its absence; often the outcome of tolerance and dependence.

Ageism Prejudice against older people, similar to racism and sexism in its negative stereotypes.

Aggression Behaviors that cause psychological or physical harm to another individual.

Agoraphobia An extreme fear of being in public places or open spaces from which escape may be difficult or embarrassing.

AIDS Acronym for acquired immune deficiency syndrome, a syndrome caused by a virus that damages the

immune system and weakens the body's ability to fight infection.

Algorithm A step-by-step procedure that always provides the right answer for a particular type of problem.

All-or-none law The rule that the size of the action potential is unaffected by increases in the intensity of

stimulation beyond the threshold level.

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Altruism Prosocial behaviors a person carries out without considering his or her own safety or interests.

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Alzheimer's disease A chronic organic brain syndrome characterized by gradual loss of memory, decline in

intellectual ability, and deterioration of personality.

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Amacrine cells Cells that integrate information across the retina; rather than sending signals toward the brain, amacrine cells link bipolar cells to other bipolar cells and ganglion cells to other ganglion cells.

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Ambiguity A perceptual object that may have more than "one interpretation.

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Amnesia A failure of memory caused by physical injury, disease, drug use, or psychological trauma.

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Amygdala The part of the limbic system that controls emotion, aggression, and the formation of emotional

memory.

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Analytic psychology A branch of psychology that views the person as a constellation of compensatory

internal forces in a dynamic balance.

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Animal cognition The cognitive capabilities of nonhuman animals; researchers trace the development of

cognitive capabilities across species and the continuity of capabilities from nonhuman to human animals.

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Anorexia nervosa An eating disorder in which an individual weighs less than 85 percent of her or his

expected weight but still controls eating because of a self-perception of obesity.

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Anticipatory coping Efforts made in advance of a potentially stressful event to overcome, reduce, or tolerate

- the imbalance between perceived demands and available resources.

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Anxiety An intense emotional response caused by the preconscious recognition that a repressed conflict is

about to emerge into consciousness.

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Anxiety disorders Mental disorders marked by physiological arousal, feelings of tension, and intense

apprehension without apparent reason.

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Apparent motion A movement illusion in which one or more stationary lights going on and off in succession are perceived as a single moving light; the simplest form of apparent motion is the phi phenomenon.

Assimilation According to Piaget, the process whereby new cognitive elements are fitted in with old elements or modified to fit more easily; this process works in tandem with accommodation.

Association cortex The parts of the cerebral cortex in which many high-level brain processes occur.

Attachment Emotional relationship between a child and the "regular caregiver.

Attention A state of focused awareness on a subset of the available perceptual information.

Attitude The learned, relatively stable tendency to respond to people, concepts, and events in an evaluative way.

Attribution theory A social-cognitive approach to describing the ways the social perceiver uses information to generate causal explanations.

Attributions Judgments about the causes of outcomes.

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Audience design The process of shaping a message depending on the audience for which it is intended.

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Auditory cortex The area of the temporal lobes that receives and processes auditory information.

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Auditory nerve The nerve that carries impulses from the cochlea to the cochlear nucleus of the brain.

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Automatic processes Processes that do not require attention; they can often be performed along with

other tasks without interference.

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Autonomic nervous system (ANS) The subdivision of the peripheral nervous system that controls the body's involuntary motor responses by connecting the sensory receptors to the central nervous system (CNS)

and the CNS to the smooth muscle, cardiac muscle, and glands.

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Availability heuristic A judgment based on the information readily available in memory.

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Aversion therapy A type of behavioral therapy used to treat individuals attracted to harmful stimuli; an

attractive stimulus is paired with a noxious stimulus in order to elicit a negative reaction to the target stimulus.

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Axon The extended fiber of a neuron through which nerve impulses travel from the soma to the terminal buttons.

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Basic level The level of categorization that can be retrieved from memory most quickly and used most efficiently.

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Basilar membrane A membrane in the cochlea that, when set into motion, stimulates hair cells that produce

the neural effects of auditory stimulation.

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Behavior The actions by which an organism adjusts to its environment.

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Behavior analysis The area of psychology that focuses on the environmental determinants of learning

and behavior.

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Behavior modification The systematic use of principles of learning to increase the frequency of desired

behaviors and/or decrease the frequency of problem behaviors.

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Behavioral confirmation The process by which people behave in ways that elicit from others specific expected reactions and then use those reactions to confirm their beliefs.

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Behavioral data Observational reports about the behavior of organisms and the conditions under which the

behavior occurs or changes.

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Behavioral measures Overt actions and reactions that are observed and recorded, exclusive of self-reported

behavior.

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Behavioral rehearsal Procedures used to establish and strengthen basic skills; as used in social-skills training programs, requires the client to rehearse a desirable behavior sequence mentally.

Behaviorism A scientific approach that limits the study of psychology to measurable or observable behavior.

Behaviorist perspective The psychological perspective primarily concerned with observable behavior that

can be objectively recorded and with the relationships of observable behavior to environmental stimuli.

Belief-bias effect A situation that occurs when a person's prior knowledge, attitudes, or values distort the

reasoning process by influencing the person to accept invalid arguments.

Between-subjects design A research design in which different groups of participants are randomly assigned to experimental conditions or to control conditions.

Biofeedback A self-regulatory technique by which an individual acquires voluntary

control over nonconscious biological processes.

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Biological constraints on learning Any limitations on an organism's capacity to learn that are caused by

the inherited sensory, response, or cognitive capabilities of members of a given species.

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Biological perspective The approach to identifying causes of behavior that focuses on the functioning of

the genes, the brain, the nervous system, and the endocrine system.

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Biomedical therapies Treatments for psychological disorders that alter brain functioning with chemical or

physical interventions such as drug therapy, surgery, or electroconvulsive therapy.

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Biopsychosocial model A model of health and illness that suggests that links among the nervous system,

the immune system, behavioral styles, cognitive processing, and environmental factors can put people at

risk for illness.

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Bipolar cells Nerve cells in the visual system that combine impulses from many receptors and transmit the

results to ganglion cells.

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Bipolar disorder A mood disorder characterized by alternating periods of depression and mania.

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Blocking A phenomenon in which an organism does not learn a new stimulus that signals an unconditioned

stimulus, because the new stimulus is presented simultaneously with a stimulus that is already effective as a

signal

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Body image The subjective experience of the appearance of one's body.

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Bottom-up processing Perceptual analyses based on the sensory data available in the environment; results of analyses are passed upward toward more abstract representations.

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Brain stem The brain structure that regulates the body's basic life processes.

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Brightness The dimension of color space that captures the intensity of light.

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Broca's area The region of the brain that translates thoughts into speech or sign.

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Bulimia nervosa An eating disorder characterized by binge eating followed by measures to purge the body

of the excess calories.

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Bystander intervention Willingness to assist a person in need of help.

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Cannon–Bard theory of emotion A theory stating that an "emotional stimulus produces two co-occurring

reactions—arousal "and experience of emotion—that do not cause each other.

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Case study Intensive observation of a particular individual or small group of individuals.

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Catharsis The process of expressing strongly felt but usually repressed emotions.

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Central nervous system (CNS) The part of the nervous system consisting of the brain and spinal cord.

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Centration A thought pattern common during the beginning of the preoperational stage of cognitive

development; characterized by the child's inability to take more than one perceptual factor into account at the

same time.

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Cerebellum The region of the brain attached to the brain stem that controls motor coordination, posture,

and balance as well as the ability to learn control of body movements.

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Cerebral cortex The outer surface of the cerebrum.

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Cerebral hemispheres The two halves of the cerebrum, connected by the corpus callosum.

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Cerebrum The region of the brain that regulates higher cognitive and emotional functions.

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Child-directed speech A special form of speech with an exaggerated and high-pitched intonation that

adults use to speak to infants and young children.

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Chronic stress A continuous state of arousal in which an individual perceives demands as greater than the

inner and outer resources available for dealing with them.

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Chronological age The number of months or years since an individual's birth.

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Chunking The process of taking single items of information and recoding them on the

basis of similarity or

some other organizing principle.

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Circadian rhythm A consistent pattern of cyclical body activities, usually lasting 24 to 25 hours and determined

by an internal biological clock.

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Classical conditioning A type of learning in which a behavior (conditioned response) comes to be elicited

by a stimulus (conditioned stimulus) that has acquired its power through an association with a biologically

significant stimulus (unconditioned stimulus).

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Client The term used by clinicians who think of psychological disorders as problems in living, and not as

mental illnesses, to describe those being treated.

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Client-centered therapy A humanistic approach to treatment that emphasizes the healthy psychological

growth of the individual; based on the assumption that all people share the basic tendency of human

nature toward self-actualization.

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Clinical ecology A field of psychology that relates disorders such as anxiety and depression to environmental

irritants and sources of trauma.

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Clinical psychologist An individual who has earned a doctorate in psychology and whose training is in the assessment and treatment of psychological problems.

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Clinical social worker A mental health professional whose specialized training prepares him or her to

consider the social context of people's problems.

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Closure A perceptual organizing process that leads individuals to see incomplete figures as complete

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Cochlea The primary organ of hearing; a fluid-filled coiled tube located in the inner ear.

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Cognition Processes of knowing, including attending, remembering, and reasoning; also the content of

the processes, such as concepts and memories.

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Cognitive appraisal With respect to emotions, the process through which physiological arousal is interpreted

with respect to circumstances in the particular setting in which it is being experienced; also, the recognition

and evaluation of a stressor to assess the demand, the size of the threat, the resources available for dealing

with it, and appropriate coping strategies.

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Cognitive appraisal theory of emotion A theory stating that the experience of emotion is the joint effect of physiological arousal and cognitive appraisal, which serves to determine how an ambiguous inner state of

arousal will be labeled.

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Cognitive behavior modification A therapeutic approach that combines the cognitive emphasis on the

role of thoughts and attitudes influencing motivations and response with the behavioral emphasis on

changing performance through modification of reinforcement contingencies.

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Cognitive development The development of processes of knowing, including imagining, perceiving,

reasoning, and problem solving.

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Cognitive dissonance The theory that the tension-producing effects of incongruous cognitions motivate

individuals to reduce such tension.

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Cognitive map A mental representation of physical space.

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Cognitive perspective The perspective on psychology that stresses human thought and the processes

of knowing, such as attending, thinking, remembering, expecting, solving problems, fantasizing, and

consciousness.

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Cognitive processes Higher mental processes, such as perception, memory, language, problem solving,

and abstract thinking.

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Cognitive psychology The study of higher mental processes such as attention, language use, memory,

perception, problem solving, and thinking.

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Cognitive science The interdisciplinary field of study of the approach systems and processes that

manipulate information.

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Cognitive therapy A type of psychotherapeutic treatment that attempts to change feelings and behaviors

by changing the way a client thinks about or perceives significant life experiences.

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Collective unconscious The part of an individual's unconscious that is inherited, evolutionarily developed,

and common to all members of the species.

Comorbidity The experience of more than one disorder at the same time.

Complementary colors Colors opposite each other on the color circle; when additively mixed, they create the sensation of white light.

Compliance A change in behavior consistent with a communication source's direct requests.

Concepts Mental representations of kinds or categories of items or ideas.

Conditioned reinforcers In classical conditioning, formerly neutral stimuli that have become reinforcers.

Conditioned response (CR) In classical conditioning, a response elicited by some previously neutral

stimulus that occurs as a result of pairing the neutral stimulus with an unconditioned stimulus.

Conditioned stimulus (CS) In classical conditioning, a previously neutral stimulus that comes to elicit a

conditioned response.

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Conditioning The ways in which events, stimuli, and behavior become associated with one another.

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Cones Photoreceptors concentrated in the center of the retina that are responsible for visual experience

under normal viewing conditions and for all experiences of color.

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Conformity The tendency for people to adopt the behaviors, attitudes, and values of other members of a

reference group.

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Confounding variable A stimulus other than the variable an experimenter explicitly introduces into a research

setting that affects a participant's behavior.

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Consciousness A state of awareness of internal events and of the external environment.

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Consensual validation The mutual affirmation of conscious views of reality.

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Conservation According to Piaget, the understanding that physical properties do not

change when nothing

is added or taken away, even though appearances may change.

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Consistency paradox The observation that personality ratings across time and among different observers

are consistent, while behavior ratings across situations are not consistent.

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Contact comfort Comfort derived from an infant's physical contact with the mother or caregiver.

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Contact hypothesis The idea that direct contact between hostile groups alone will reduce prejudice.

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Context of discovery The initial phase of research, in which observations, beliefs, information, and

general knowledge lead to a new idea or a different way of thinking about some phenomenon.

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Context of justification The research phase in which evidence is brought to bear on hypotheses.

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Contextual distinctiveness The assumption that the serial position effect can be altered by the context and

the distinctiveness of the experience being recalled.

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Contingency management A general treatment strategy involving changing behavior by modifying its

consequences.

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Control procedures Consistent procedures for giving instructions, scoring responses, and holding all other

variables constant except those being systematically varied.

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ontrolled processes Processes that require attention; it is often difficult to carry out more than one controlled

process at a time.

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Convergence The degree to which the eyes turn inward to fixate on an object.

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Coping The process of dealing with internal or external demands that are perceived to be threatening or

overwhelming.

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Corpus callosum The mass of nerve fibers connecting the two hemispheres of the cerebrum.

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Correlation coefficient (r) A statistic that indicates the degree of relationship between two variables.

Correlational methods Research methodologies that determine to what extent two variables, traits, or

attributes are related.

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Counseling psychologist Psychologist who specializes in providing guidance in areas such as vocational

selection, school problems, drug abuse, and marital conflict.

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Counterconditioning A technique used in therapy to substitute a new response for a maladaptive one by

means of conditioning procedures.

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Countertransference Circumstances in which a psychoanalyst develops personal feelings about a client

because of perceived similarity of the client to significant people in the therapist's life.

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Covariation principle A theory that suggests that people attribute a behavior to a causal factor if that factor

was present whenever the behavior occurred but was absent whenever it did not occur.

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Creativity The ability to generate ideas or products that are both novel and appropriate to the circumstances.

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Criterion validity The degree to which test scores indicate a result on a specific measure that is consistent

with some other criterion of the characteristic being assessed; also known as predictive validity.

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Cross-sectional design A research method in which groups of participants of different chronological ages are observed and compared at a given time.

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Crystallized intelligence The facet of intelligence involving the knowledge a person has already acquired

and the ability to access that knowledge; measures by vocabulary, arithmetic, and general information tests.

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Cultural perspective The psychological perspective that focuses on cross-cultural differences in the causes

and consequences of behavior.

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Cutaneous senses The skin senses that register sensations of pressure, warmth, and cold.

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Dark adaptation The gradual improvement of the eyes' sensitivity after a shift in illumination from light to

near darkness.

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Date rape Unwanted sexual violation by a social acquaintance in the context of a consensual dating situation.

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Daytime sleepiness The experience of excessive sleepiness during daytime activities; the major complaint

of patients evaluated at sleep disorder centers.

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Debriefing A procedure conducted at the end of an experiment in which the researcher provides the

participant with as much information about the study as possible and makes sure that no participant leaves

feeling confused, upset, or embarrassed.

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Decision aversion The tendency to avoid decision making; the tougher the decision, the greater the

likelihood of decision aversion.

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Decision making The process of choosing between alternatives; selecting or rejecting available options.

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Declarative memory Memory for information such as facts and events.

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Deductive reasoning A form of thinking in which one draws a conclusion that is intended to follow logically

from two or more statements or premises.

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Delusions False or irrational beliefs maintained despite clear evidence to the contrary.

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Demand characteristics Cues in an experimental setting that influence the participants' perception of

what is expected of them and that systematically influence their behavior within that setting.

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Dendrites The branched fibers of neurons that receive incoming signals.

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Dependent variable In an experimental setting, any variable whose values are the results of changes in

one or more independent variables.

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Descriptive statistics Statistical procedures that are used to summarize sets of scores with respect to

central tendencies, variability, and correlations.

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Determinism The doctrine that all events—physical, behavioral, and mental—are determined by specific

causal factors that are potentially knowable.

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Developmental age The chronological age at which most children show a particular level of physical or mental development.

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Developmental psychology The branch of psychology concerned with interaction between physical and

psychological processes and with stages of growth from conception throughout the entire life span.

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Diathesis-stress hypothesis A hypothesis about the cause of certain disorders, such as schizophrenia,

that suggests that genetic factors predispose an individual to a certain disorder, but that environmental stress

factors must impinge in order for the potential risk to manifest itself.

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Dichotic listening An experimental technique in which a different auditory stimulus is simultaneously

presented to each ear.

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Difference threshold The smallest physical difference between two stimuli that can still be recognized as a

difference; operationally defined as the point at which the stimuli are recognized as different half of the time.

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Diffusion of responsibility In emergency situations, the larger the number of bystanders, the less

responsibility any one bystander feels to help

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Discriminative stimuli Stimuli that act as predictors of reinforcement, signaling when particular behaviors

will result in positive reinforcement.

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Dispositional variables The organismic variables, or inner determinants of behavior, that occur within

human and nonhuman animals.

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Dissociative amnesia The inability to remember important personal experiences, caused by psychological

factors in the absence of any organic dysfunction.

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Dissociative disorder A personality disorder marked by a disturbance in the integration of identity, memory, or consciousness

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Dissociative identity disorder (DID) A dissociative mental disorder in which two or more distinct personalities

exist within the same individual; formerly known as multiple personality disorder.

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Distal stimulus In the processes of perception, the physical object in the world, as contrasted with the proximal stimulus, the optical image on the retina.

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Divergent thinking An aspect of creativity characterized by an ability to produce unusual but appropriate

responses to problems.

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DNA (deoxyribonucleic acid) The physical basis for the transmission of genetic

information.

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Double-blind control An experimental technique in which biased expectations of experimenters are

eliminated by keeping both participants and experimental assistants unaware of which participants have

received which treatment.

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Dream analysis The psychoanalytic interpretation of dreams used to gain insight into a person's unconscious

motives or conflicts.

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Dream work In Freudian dream analysis, the process by which the internal censor transforms the latent

content of a dream into manifest content.

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Drives Internal states that arise in response to a disequilibrium in an animal's physiological needs.

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DSM-IV-TR The current diagnostic and statistical manual of the American Psychiatric Association that

classifies, defines, and describes mental disorders.

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Echoic memory Sensory memory that allows auditory information to be stored for brief durations.

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Ego The aspect of personality involved in self-preservation activities and in directing instinctual drives

and urges into appropriate channels.

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Ego defense mechanisms Mental strategies (conscious or unconscious) used by the ego to defend itself

against conflicts experienced in the normal course of life.

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Egocentrism In cognitive development, the inability of a young child at the preoperational stage to take the

perspective of another person.

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Elaboration likelihood model A theory of persuasion that defines how likely it is that people will focus their

cognitive processes to elaborate upon a message and therefore follow the central and peripheral routes

to persuasion.

Elaborative rehearsal A technique for improving memory by enriching the encoding of information.

Electroconvulsive therapy (ECT) The use of electroconvulsive shock as an effective treatment for severe

depression.

Electroencephalogram (EEG) A recording of the electrical activity of the brain.

Emotion A complex pattern of changes, including physiological arousal, feelings, cognitive processes, and

behavioral reactions, made in response to a situation perceived to be personally significant.

Emotional intelligence Type of intelligence defined as the abilities to perceive, appraise, and express

emotions accurately and appropriately, to use emotions to facilitate thinking, to understand and analyze

emotions, to use emotional knowledge effectively, and to regulate one's emotions to promote both emotional

and intellectual growth.

Encoding The process by which a mental representation is formed in memory.

Encoding specificity The principle that subsequent retrieval of information is enhanced if cues received

at the time of recall are consistent with those present at the time of encoding.

Endocrine system The network of glands that manufacture and secrete hormones into the bloodstream.

Engram The physical memory trace for information in the brain.

Environmental variables External influences on behavior.

Episodic memories Long-term memories for autobiographical events and the contexts in which they occurred.

EQ The emotional intelligence counterpart of IQ.

Equity theory A cognitive theory of work motivation that proposes that workers are motivated to maintain

fair and equitable relationships with other relevant persons; also, a model that postulates

that equitable

relationships are those in which the participants' outcomes are proportional to their inputs.

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Erogenous zones Areas of the skin surface that are especially sensitive to stimulation and that give rise to

erotic or sexual sensations.

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Estrogen The female sex hormone, produced by the ovaries, that is responsible for the release of eggs

from the ovaries as well as for the development and maintenance of female reproductive structures and

secondary sex characteristics.

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Etiology The causes of, or factors related to, the development of a disorder.

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Evolutionary perspective The approach to psychology that stresses the importance of behavioral and

mental adaptiveness, based on the assumption that mental capabilities evolved over millions of years to serve particular adaptive purposes.

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Excitatory inputs Information entering a neuron that signals it to fire.

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Expectancy effects Results that occur when a researcher or observer subtly communicates to participants

the kind of behavior he or she expects to find, thereby creating that expected reaction.

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Expectancy theory A cognitive theory of work motivation that proposes that workers are motivated when

they expect their efforts and job performance to result in desired outcomes.

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Experience-sampling method An experimental method that assists researchers in describing the typical

contents of consciousness; participants are asked to record what they are feeling and thinking whenever

signaled to do so.

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Experimental methods Research methodologies that involve the manipulation of independent variables

in order to determine their effects on the dependent variables.

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Explicit uses of memory Conscious efforts to recover information through memory processes.

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Extinction In conditioning, the weakening of a conditioned association in the absence of a reinforcer or

unconditioned stimulus.

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Face validity The degree to which test items appear to be directly related to the attribute the researcher

wishes to measure.

Fear A rational reaction to an objectively identified external danger that may induce a person to flee or

attack in self-defense.

Fight-or-flight response A sequence of internal activities triggered when an organism is faced with a threat;

prepares the body for combat and struggle or for running away to safety; recent evidence suggests that the

response is characteristic only of males.

Figure Object-like regions of the visual field that are distinguished from background.

Five-factor model A comprehensive descriptive personality system that maps out the relationships among

common traits, theoretical concepts, and personality scales; informally called the Big Five.

Fixation A state in which a person remains attached to objects or activities more appropriate for an earlier

stage of psychosexual development.

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Fixed-interval schedule A schedule of reinforcement in which a reinforcer is delivered for the first

response made after a fixed period of time.

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Fixed-ratio schedule A schedule of reinforcement in which a reinforcer is delivered for the first

response made after a fixed number of responses.

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Flooding A therapy for phobias in which clients are exposed, with their permission, to the stimuli most

frightening to them.

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Fluid intelligence The aspect of intelligence that involves the ability to see complex relationships and solve

problems.

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Formal assessment The systematic procedures and measurement instruments used by trained professionals

to assess an individual's functioning, aptitudes, abilities, or mental states.

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Foundational theories Frameworks for initial understanding formulated by children to explain their

experiences of the world.

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Fovea Area of the retina that contains densely packed cones and forms the point of sharpest vision.

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Frame A particular description of a choice; the perspective from which a choice is described or framed

affects how a decision is made and which option is ultimately exercised.

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Free association The therapeutic method in which a patient gives a running account of thoughts, wishes,

physical sensations, and mental images as they occur.

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Frequency distribution A summary of how frequently each score appears in a set of observations.

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Frequency theory The theory that a tone produces a rate of vibration in the basilar membrane equal to

its frequency, with the result that pitch can be coded by the frequency of the neural

response.

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Frontal lobe Region of the brain located above the lateral fissure and in front of the central sulcus; involved

in motor control and cognitive activities.

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Frustration-aggression hypothesis According to this hypothesis, frustration occurs in situations in which

people are prevented or blocked from attaining their goals; a rise in frustration then leads to a greater

probability of aggression.

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Functional fixedness An inability to perceive a new use for an object previously associated with some

other purpose; adversely affects problem solving and creativity.

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Functional MRI (fMRI) A brain imaging technique that combines benefits of both MRI and PET scans by

detecting magnetic changes in the flow of blood to cells in the brain.

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Functionalism The perspective on mind and behavior that focuses on the examination of their functions

in an organism's interactions with the environment.

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Fundamental attribution error (FAE) The dual tendency of observers to underestimate the impact of

situational factors and to overestimate the influence of dispositional factors on a person's behavior.

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g According to Spearman, the factor of general intelligence underlying all intelligent performance.

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Ganglion cells Cells in the visual system that integrate impulses from many bipolar cells in a single firing rate.

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Gate-control theory A theory about pain modulation that proposes that certain cells in the spinal cord act as

gates to interrupt and block some pain signals while sending others on to the brain.

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Gender A psychological phenomenon that refers to learned sex-related behaviors and attitudes of males

and females.

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Gender identity One's sense of maleness or femaleness; usually includes awareness and acceptance of one's biological sex.

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Gender roles Sets of behaviors and attitudes associated by society with being male or female and expressed

publicly by the individual.

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General adaption syndrome (GAS) The pattern of nonspecific adaptational physiological mechanisms that

occurs in response to continuing threat by almost any serious stressor.

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Generalized anxiety disorder An anxiety disorder in which an individual feels anxious and worried most of

the time for at least six months when not threatened by any specific danger or object.

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Generativity A commitment beyond one's self and one's partner to family, work, society, and future

generations; typically, a crucial step in development in one's 30s and 40s.

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Genes The biological units of heredity; discrete sections of chromosomes responsible for transmission

of traits.

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Genetics The study of the inheritance of physical and psychological traits from ancestors.

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Genocide The systematic destruction of one group of people, often an ethnic or racial group, by another.

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Genotype The genetic structure an organism inherits from its parents.

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Gestalt psychology A school of psychology that maintains that psychological phenomena can be

understood only when viewed as organized, structured wholes, not when broken down into primitive

perceptual elements.

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Gestalt therapy Therapy that focuses on ways to unite mind and body to make a person whole.

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Glia The cells that hold neurons together and facilitate neural transmission, remove damaged and dead

neurons, and prevent poisonous substances in the blood from reaching the brain.

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Goal-directed selection A determinant of why people select some parts of sensory input for further

processing; it reflects the choices made as a function of one's own goals.

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Ground The backdrop or background areas of the visual field, against which figures stand out.

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Group dynamics The study of how group processes change individual functioning.

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Group polarization The tendency for groups to make decisions that are more extreme than the decisions

that would be made by the members acting alone.

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Groupthink The tendency of a decision-making group to filter out undesirable input so that

a consensus may be reached, especially if it is in line with the leader's viewpoint.

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Guided search In visual perception, a parallel search of the environment for single, basic attributes

that guides attention to likely locations of objects with more complex combinations of attributes.

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H

Hallucinations False perceptions that occur in the absence of objective stimulation.

Health A general condition of soundness and vigor of body and mind; not simply the absence of illness

or injury.

Health promotion The development and implementation of general strategies and specific tactics to

eliminate or reduce the risk that people will become ill.

Health psychology The field of psychology devoted to understanding the ways people stay healthy, the

reasons they become ill, and the ways they respond when they become ill.

Heredity The biological transmission of traits from parents to offspring.

Heritability estimate A statistical estimate of the degree of inheritance of a given trait or behavior,

assessed by the degree of similarity between individuals who vary in their extent of genetic similarity.

Heuristics Cognitive strategies, or "rules of thumb," often used as shortcuts in solving a complex

inferential task.

Hierarchy of needs Maslow's view that basic human motives form a hierarchy and that the needs

at each level of the hierarchy must be satisfied before the next level can be achieved; these needs

progress from basic biological needs to the need for transcendence.

Hippocampus The part of the limbic system that is involved in the acquisition of explicit memory.

HIV Human immunodeficiency virus, a virus that attacks white blood cells (T lymphocytes) in human

blood, thereby weakening the functioning of the immune system; HIV causes

Homeostasis Constancy or equilibrium of the internal conditions of the body.

Horizontal cells The cells that integrate information across the retina; rather than sending signals toward

the brain, horizontal cells connect receptors to each other.

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Hormones The chemical messengers, manufactured and secreted by the endocrine glands, that regulate

metabolism and influence body growth, mood, and sexual characteristics.

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Hozho A Navajo concept referring to harmony, peace of mind, goodness, ideal family relationships, beauty in

arts and crafts, and health of body and spirit.

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Hue The dimension of color space that captures the qualitative experience of the color of a light.

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Human behavior genetics The area of study that evaluates the genetic component of individual differences in behaviors and traits.

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Human-potential movement The therapy movement that encompasses all those practices and methods that

release the potential of the average human being for greater levels of performance and greater richness of

experience.

Humanistic perspective A psychological model that emphasizes an individual's phenomenal world and

inherent capacity for making rational choices and developing to maximum potential.

Hypnosis An altered state of awareness characterized by deep relaxation, susceptibility to suggestions,

and changes in perception, memory, motivation, and self-control.

Hypnotizability The degree to which an individual is responsive to standardized hypnotic suggestion.

Hypothalamus The brain structure that regulates motivated behavior (such as eating and drinking) and

homeostasis.

Hypothesis A tentative and testable explanation of the relationship between two (or more) events or

variables; often stated as a prediction that a certain outcome will result from specific conditions.

I

Iconic memory Sensory memory in the visual domain; allows large amounts of information to be stored

for very brief durations.

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Id The primitive, unconscious part of the personality that operates irrationally and acts on impulse to pursue

pleasure.

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Identification and recognition Two ways of attaching meaning to percepts.

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Illusion An experience of a stimulus pattern in a manner that is demonstrably incorrect but shared by

others in the same perceptual environment.

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Illusory contours Contours perceived in a figure when no contours are physically present.

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Implicit uses of memory Availability of information through memory processes without the exertion of

any conscious effort to encode or recover information.

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Implosion therapy A behavioral therapeutic technique that exposes a client to anxiety-

provoking stimuli,

through his or her own imagination, in an attempt to extinguish the anxiety associated with the stimuli.

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Imprinting A primitive form of learning in which some infant animals physically follow and form an

attachment to the first moving object they see and/or hear.

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Impulsive aggression Emotion-driven aggression produced in reaction to situations in the "heat of the

moment."

....

Incentives External stimuli or rewards that motivate behavior although they do not relate directly to

biological needs.

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Independent construals of self Conceptualization of the self as an individual whose behavior is organized

primarily by reference to one's own thoughts, feelings, and actions, rather than by reference to the thoughts,

feelings, and actions of others.

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Independent variable In experimental settings, the stimulus condition whose values are free to vary

independently of any other variable in the situation.

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Induced motion An illusion in which a stationary point of light within a moving reference frame is seen as

moving and the reference frame is perceived as stationary.

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Inductive reasoning A form of reasoning in which a conclusion is made about the probability of some

state of affairs, based on the available evidence and past experienc

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Inferences Missing information filled in on the basis of a sample of evidence or on the basis of prior belief

s and theories.

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Inferential statistics Statistical procedures that allow researchers to determine whether the results they
obtain support their hypotheses or can be attributed just to chance variation.

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Informational influence Group effects that arise from individuals' desire to be correct

and right and to

understand how best to act in a given situation.

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In-group bias An evaluation of one's own group as better than others.

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In-groups The groups with which people identify as members.

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Inhibitory inputs Information entering a neuron signaling it not to fire.

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Insanity The legal (not clinical) designation for the state of an individual judged to be legally irresponsible or incompetent.

....

Insight therapy A technique by which the therapist guides a patient toward discovering insights between

present symptoms and past origins.

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Insomnia The chronic inability to sleep normally; symptoms include difficulty in falling asleep, frequent waking,

inability to return to sleep, and early-morning awakening.

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Instincts Preprogrammed tendencies that are essential to a species's survival.

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Instrumental aggression Cognition-based and goal-directed aggression carried out with premeditated

thought, to achieve specific aims.

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Intelligence quotient (IQ) An index derived from standardized tests of intelligence; originally obtained by

dividing an individual's mental age by chronological age and then multiplying by 100; now directly computed

as an IQ test score.

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Intelligence The global capacity to profit from experience and to go beyond given information about the

environment.

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Interdependent construals of self Conceptualization of the self as part of an encompassing social

relationship; recognizing that one's behavior is determined, contingent on, and, to a large extent organized

by what the actor perceives to be the thoughts, feelings, and actions of others.

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Interference A memory phenomenon that occurs when retrieval cues do not point effectively to one

specific memory.

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Internal consistency A measure of reliability; the degree to which a test yields similar scores across its

different parts, such as on odd versus even items.

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Internalization According to Vygotsky, the process through which children absorb knowledge from the

social context.

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Interneurons Brain neurons that relay messages from sensory neurons to other interneurons or to motor

neurons.

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Intimacy The capacity to make a full commitment—sexual, emotional, and moral—to another person.

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Ion channels The portions of neurons' cell membranes that selectively permit certain ions to flow in and out.

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J

James–Lange theory of emotion A peripheral-feedback theory of emotion stating that an eliciting stimulus

triggers a behavioral response that sends different sensory and motor feedback to the brain and creates the

feeling of a specific emotion
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Jigsaw classrooms Classrooms that use a technique known as jigsawing, in which each pupil is given part

of the total material to master and then share with other group members.
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Job burnout The syndrome of emotional exhaustion, depersonalization, and reduced personal

accomplishment, often experienced by workers in high-stress job
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Judgment The process by which people form opinions, reach conclusions, and make critical evaluations

of events and people based on available material; also, the product of that mental activity.
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Just noticeable difference (JND) The smallest difference between two sensations that allows them to be discriminated.
....

K

Kinesthetic sense Sense concerned with bodily position and movement of the body parts relative to each other.

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L

Language-making capacity The innate guidelines or operating principles that children bring to the task of

learning a language.

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Language production What people say, sign, and write, as well as the processes they go through to

produce these messages.

....

Latent content In Freudian dream analysis, the hidden meaning of a dream.

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Law of common fate A law of grouping that states that elements moving in the same direction at the same

rate are grouped together.

....

Law of effect A basic law of learning that states that the power of a stimulus to evoke a response is

strengthened when the response is followed by a reward and weakened when it is not followed by a reward.

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Law of proximity A law of grouping that states that the nearest, or most proximal, elements are grouped together.

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Law of similarity A law of grouping that states that the most similar elements are grouped together.

....

Learned helplessness A general pattern of nonresponding in the presence of noxious stimuli that often

follows after an organism has previously experienced noncontingent, inescapable aversive stimuli

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Learning A process based on experience that results in a relatively permanent change in behavior or

behavioral potential.

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Learning-performance distinction The difference between what has been learned and what is

expressed in overt behavior.

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Lesions Injuries to or destruction of brain tissue

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Levels-of-processing theory A theory that suggests that the deeper the level at which information was

processed, the more likely it is to be retained in memory.

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Libido The psychic energy that drives individuals toward sensual pleasures of all types, especially sexual ones.

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Life-change units (LCUs) In stress research, the measure of the stress levels of different types of change

experienced during a given period.

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Lightness constancy The tendency to perceive the whiteness, grayness, or blackness of objects as constant

across changing levels of illumination.

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Limbic system The region of the brain that regulates emotional behavior, basic motivational urges,

and memory,

as well as major physiological functions.

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Longitudinal design A research design in which the same participants are observed repeatedly, sometimes

over many years.

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Long-term memory (LTM) Memory processes associated with the preservation of information for

retrieval at any

later time.

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Loudness A perceptual dimension of sound influenced by the amplitude of a sound wave; sound waves with

large amplitudes are generally experienced as loud and those with small amplitudes as soft.

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Lucid dreaming The theory that conscious awareness of dreaming is a learnable skill that enables dreamers

to control the direction and content of their dreams.

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M

Magnetic resonance imaging (MRI) A technique for brain imaging that scans the brain using magnetic fields

and radio waves.

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Major depressive disorder A mood disorder characterized by intense feelings of depression over an extended

time, without the manic high phase of bipolar depression.

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Manic episode A component of bipolar disorder characterized by periods of extreme elation, unbounded

euphoria without sufficient reason, and grandiose thoughts or feelings about personal abilities.

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Manifest content In Freudian dream analysis, the surface content of a dream, which is assumed to mask the

dream's actual meaning.

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Maturation The continuing influence of heredity throughout development; the age-related physical and

behavioral changes characteristic of a species.

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Mean The arithmetic average of a group of scores; the most commonly used measure of central tendency.

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Measure of central tendency A statistic, such as a mean, median, or mode, that provides one score as

represententative of a set of observations.

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Measures of variability A statistic, such as a range or standard deviation, that indicates how tightly the scores

in a set of observations cluster together.

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Median The score in a distribution above and below which lie 50 percent of the other scores; a measure of

central tendency.

....

Meditation A form of consciousness alteration designed to enhance self-knowledge and well-being through

reduced self-awareness.

Medulla The region of the brain stem that regulates breathing, waking, and heartbeat.

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Memory The mental capacity to encode, store, and retrieve information.

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Menarche The onset of menstruation.

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Mental age In Binet's measure of intelligence, the age at which a child is performing intellectually, expressed

in terms of the average "age at which normal children achieve a particular score.

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Mental retardation Condition in which individuals have IQ scores 70 to 75 or below and also demonstrate

limitations in the ability to bring adaptive skills to bear on life tasks.

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Mental set The tendency to respond to a new problem in the manner used to respond to a previous problem.

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Meta-analysis A statistical technique for evaluating hypotheses by providing a formal mechanism for detecting

the general conclusions found in data from many different experiments.

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Metamemory Implicit or explicit knowledge about memory abilities and effective memory

strategies; cognition

about memory.

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Mnemonics Strategies or devices that use familiar information during the encoding of new information to

enhance subsequent access to the information in memory.

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Mode The score appearing most frequently in a set of observations; a measure of central tendency.

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Mood disorder A mood disturbance such as severe depression or depression alternating with mania.

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Morality A system of beliefs and values that ensures that individuals will keep their obligations to others in

society and will behave in ways that do not interfere with the rights and interests of others.

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Motivation The process of starting, directing, and maintaining physical and psychological activities; includes mechanisms involved in preferences for one activity over another and the vigor and persistence of responses.

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Motor cortex The region of the cerebral cortex that controls the action of the body's

voluntary muscles.

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Motor neurons The neurons that carry messages away from the central nervous system toward the muscles

and glands.

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N

Narcolepsy A sleep disorder characterized by an irresistible compulsion to sleep during the daytime.

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Natural selection Darwin's theory that favorable adaptations to features of the environment allow some

members of a species to reproduce more successfully than others.

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Nature–nurture controversy The debate concerning the relative importance of heredity (nature) and learning

or experience (nurture) in determining development and behavior.

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Need for achievement (n Ach) An assumed basic human need to strive for achievement of goals that

motivates a wide range of behavior and thinking.

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Negative punishment A behavior is followed by the removal of an appetitive stimulus, decreasing the

probability of that behavior.

....

Negative reinforcement A behavior is followed by the removal of an aversive stimulus, increasing the

probability of that behavior.

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Neuromodulator Any substance that modifies or modulates the activities of the postsynaptic neuron.

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Neuron A cell in the nervous system specialized to receive, process, and/or transmit information to other cells.

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Neuropathic pain Pain caused by abnormal functioning or overactivity of nerves; it results from injury or

disease of nerves.

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Neuroscience The scientific study of the brain and of the links between brain activity and behavior.

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Neurotic disorders Mental disorders in which a person does not have signs of brain abnormalities and

does not display grossly irrational thinking or violate basic norms but does experience subjective distress;

a category dropped from DSM-III.

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Neurotransmitters Chemical messengers released from neurons that cross the synapse from one neuron

to another, stimulating the postsynaptic neuron.

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Nociceptive pain Pain induced by a noxious external stimulus; specialized nerve endings in the skin send

this pain message from the skin, through the spinal chord, into the brain.

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Nonconscious Information not typically available to consciousness or memory.

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Non-REM (NREM) sleep The period during which a sleeper does not show rapid eye movement; characterized

by less dream activity than REM sleep.

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Norm crystallization The convergence of the expectations of a group of individuals into a common perspective

as they talk and carry out activities together.

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Normal curve The symmetrical curve that represents the distribution of scores on many psychological attributes; allows researchers to make judgments of how unusual an observation or result is.

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Normative influence Group effects that arise from individuals' desire to be liked, accepted, and approved

of by others.

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Normative investigations Research efforts designed to describe what is characteristic of a specific age or developmental stage.

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Norms Standards based on measurements of a large group of people; used for comparing the scores of an

individual with those of others within a well-defined group.

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O

Object permanence The recognition that objects exist independently of an individual's action or awareness;

an important cognitive acquisition of infancy.

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Object relations theory Psychoanalytic theory that originated with Melanie Klein's view that the building

blocks of how people experience the world emerge from their relations to loved and hated objects (significant

people in their lives).

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Observational learning The process of learning new responses by watching the behavior of another.

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Observer bias The distortion of evidence because of the personal motives and expectations of the viewer.

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Obsessive-compulsive disorder (OCD) A mental disorder characterized by obsessions—recurrent thoughts,

images, or impulses that recur or persist despite efforts to suppress them—and compulsions—repetitive,

purposeful acts performed according to certain rules or in a ritualized manner.

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Occipital lobe Rearmost region of the brain; contains primary visual cortex.

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Olfactory bulb The center where odor-sensitive receptors send their signals, located just below the frontal

lobes of the cortex.

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Operant Behavior emitted by an organism that can be characterized in terms of the observable

effects it has

on the environment.

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Operant conditioning Learning in which the probability of a response is changed by a change in its

consequences.

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Operant extinction When a behavior no longer produces predictable consequences, its return to the

level of occurrence it had before operant conditioning.

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Operational definition A definition of a variable or condition in terms of the specific operation or procedure

used to determine its presence.

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Opponent-process theory The theory that all color experiences arise from three systems, each of which

includes two "opponent" elements (red versus green, blue versus yellow, and black versus white).

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Optic nerve The axons of the ganglion cells that carry information from the eye toward the brain.

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Organismic variables The inner determinants of an organism's behavior.

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Organizational psychologists Psychologists who study various aspects of the human work environment,

such as communication among employees, socialization or enculturation of workers, leadership, job

satisfaction, stress and burnout, and overall quality of life.

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Orientation constancy The ability to perceive the actual orientation of objects in the real world despite their

varying orientation in the retinal image.

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Out-groups The groups with which people do not identify.

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Overregularization A grammatical error, usually appearing during early language development, in which rules

of the language are applied too widely, resulting in incorrect linguistic forms.

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P

Pain The body's response to noxious stimuli that are intense enough to cause, or threaten to cause, tissue

damage.

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Panic disorder An anxiety disorder in which sufferers experience unexpected, severe panic attacks that

begin with a feeling of intense apprehension, fear, or terror.

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Parallel forms Different versions of a test used to assess test reliability; the change of forms reduces effects

of direct practice, memory, or the desire of an individual to appear consistent on the same items.

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Parallel processes Two or more mental processes that are carried out simultaneously.

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Parasympathetic division The subdivision of the autonomic nervous system that monitors the routine

operation of the body's internal functions and conserves and restores body energy.

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Parental investment The time and energy parents must spend raising their offspring.

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Parenting practices Specific parenting behaviors that arise in response to particular parental goals.

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Parenting styles The manner in which parents rear their children; an authoritative parenting style, which

balances demandingness and responsiveness, is seen as the most effective.

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Parietal lobe Region of the brain behind the frontal lobe and above the lateral fissure; contains somatosensory

cortex.

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Partial reinforcement effect The behavioral principle that states that responses acquired under intermittent reinforcement are more difficult to extinguish than those acquired with continuous reinforcement.

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Participant modeling A therapeutic technique in which a therapist demonstrates the desired behavior and

a client is aided, through supportive encouragement, to imitate the modeled behavior.

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Pastoral counselor A member of a religious order who specializes in the treatment of

psychological disorders,

often combining spirituality with practical problem solving.

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Patient The term used by those who take a biomedical approach to the treatment of psychological problems to describe the person being treated.

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Peace psychology An interdisciplinary approach to the prevention of nuclear war and the maintenance of

peace.

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Perceived control The belief that one has the ability to make a difference in the course or the consequences

of some event or experience; often helpful in dealing with stressors.

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Perception The processes that organize information in the sensory image and interpret it as having been

produced by properties of objects or events in the external, three-dimensional world.

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Perceptual constancy The ability to retain an unchanging percept of an object despite variations in the

retinal image.

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Perceptual organization The processes that put sensory information together to give the perception of

a coherent scene over the whole visual field.

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Peripheral nervous system (PNS) The part of the nervous system composed of the spinal and cranial nerves

that connect the body's sensory receptors to the CNS and the CNS to the muscles and glands.

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Personality The unique psychological qualities of an individual that influence a variety of characteristic behavior patterns (both overt and covert) across different situations and over time.

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Personality disorder A chronic, inflexible, maladaptive pattern of perceiving, thinking, and behaving that

seriously impairs an individual's ability to function in social or other settings.

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Personality inventory A self-report questionnaire used for personality assessment that

includes a series

of items about personal thoughts, feelings, and behaviors.

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Personality types Distinct patterns of personality characteristics used to assign people to categories;

qualitative differences, rather than differences in degree, used to discriminate among people.

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Persuasion Deliberate efforts to change attitudes.

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PET scans Brain images produced by a device that obtains detailed pictures of activity in the living brain by -

recording the radioactivity emitted by cells during different cognitive or behavioral activities.

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Phantom limb phenomenon As experienced by amputees, extreme or chronic pain in a limb that is no longer

there.

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Phenotype The observable characteristics of an organism, resulting from the interaction between the

organism's genotype and its environment.

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Pheromones Chemical signals released by organisms to communicate with other members of the species;

often serve as long-distance sexual attractors.

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Phi phenomenon The simplest form of apparent motion, the movement illusion in which one or more stationary

lights going on and off in succession are perceived as a single moving light.

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Phobia A persistent and irrational fear of a specific object, activity, or situation that is excessive and

unreasonable, given the reality of the threat.

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Phonemes Minimal units of speech in any given language that make a meaningful difference in speech

production and reception; r and l are two distinct phonemes in English but variations of one in Japanese.

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Photoreceptors Receptor cells in the retina that are sensitive to light.

....

Physical development The bodily changes, maturation, and growth that occur in an organism starting with

conception and continuing across the life span.

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Physiological dependence The process by which the body becomes adjusted to and dependent on a drug.

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Pitch Sound quality of highness or lowness; primarily dependent on the frequency of the sound wave.

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Pituitary gland Located in the brain, the gland that secretes growth hormone and influences the secretion

of hormones by other endocrine glands.

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Place theory The theory that different frequency tones produce maximum activation at different locations

along the basilar membrane, with the result that pitch can be coded by the place at which activation occurs.

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Placebo control An experimental condition in which treatment is not administered; it is

used in cases where

a placebo effect might occur.

Placebo effect A change in behavior in the absence of an experimental manipulation.

Placebo therapy A therapy independent of any specific clinical procedures that results in client improvement.

Pons The region of the brain stem that connects the spinal cord with the brain and links parts of the brain to one another.

Population The entire set of individuals to which generalizations will be made based on an experimental sample.

Positive punishment A behavior is followed by the presentation of an aversive stimulus, decreasing the

probability of that behavior.

Positive reinforcement A behavior is followed by the presentation of an appetitive stimulus, increasing the

probability of that behavior.

Possible selves The ideal selves that a person would like to become, the selves a

person could become,

and the selves a person is afraid of becoming; components of the cognitive sense of self.

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Posttraumatic stress disorder (PTSD) An anxiety disorder characterized by the persistent reexperience

of traumatic events through distressing recollections, dreams, hallucinations, or dissociative flashbacks;

develops in response to rapes, life-threatening events, severe injuries, and natural disasters.

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Preattentive processing Processing of sensory information that precedes attention to specific objects.

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Preconscious memories Memories that are not currently conscious but that can easily be called into

consciousness when necessary.

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Predictive validity See criterion validity.

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Prefrontal lobotomy An operation that severs the nerve fibers connecting the frontal lobes of the brain

with the diencephalon, especially those fibers of the thalamic and hypothalamic areas;

best-known

form of psychosurgery.

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Prejudice A learned attitude toward a target object, involving negative affect (dislike or fear), negative beliefs (stereotypes) that justify the attitude, and a behavioral intention to avoid, control, dominate, or eliminate the

target object.

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Primacy effect Improved memory for items at the start of a list.

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Primary reinforcers Biologically determined reinforcers such as food and water.

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Priming In the assessment of implicit memory, the advantage conferred by prior exposure to a word or situation.

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Problem solving Thinking that is directed toward solving specific problems and that moves from an initial

state to a goal state by means of a set of mental operations.

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Problem space The elements that make up a problem: the initial state, the incomplete information or

unsatisfactory conditions the person starts with; the goal state, the set of information or state the person wishes

to achieve; and the set of operations, the steps the person takes to move from the initial state to the goal state.

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Procedural memory Memory for how things get done; the way perceptual, cognitive, and motor skills are

acquired, retained, and used.

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Projective test A method of personality assessment in which an individual is presented with a standardized

set of ambiguous, abstract stimuli and asked to interpret their meanings; the individual's responses are

assumed to reveal inner feelings, motives, and conflicts.

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Prosocial behaviors Behaviors that are carried out with the goal of helping other people.

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Prototype The most representative example of a category.

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Proximal stimulus The optical image on the retina; contrasted with the distal stimulus, the physical object in

the world.

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Psychiatrist An individual who has obtained an M.D. degree and also has completed postdoctoral specialty

training in mental and emotional disorders; a psychiatrist may prescribe medications for the treatment of

psychological disorders.

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Psychic determinism The assumption that mental and behavioral reactions are determined by previous

experiences.

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Psychoactive drugs Chemicals that affect mental processes and behavior by temporarily changing conscious awareness of reality.

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Psychoanalysis The form of psychodynamic therapy developed by Freud; an intensive and prolonged

technique for exploring unconscious motivations and conflicts in neurotic, anxiety-ridden individuals.

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Psychoanalyst An individual who has earned either a Ph.D. or an M.D. degree and has completed

postgraduate training in the Freudian approach to understanding and treating mental disorders.

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Psychobiography The use of psychological (especially personality) theory to describe and explain an

individual's course through life.

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Psychodynamic personality theories Theories of personality that share the assumption that personality is

shaped by and behavior is motivated by powerful inner forces.

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Psychodynamic perspective A psychological model in which behavior is explained in terms of past

experiences and motivational forces; actions are viewed as stemming from inherited instincts, biological drives,

and attempts to resolve conflicts between personal needs and social requirements.

Psychological assessment The use of specified procedures to evaluate the abilities, behaviors, and personal qualities of people.

Psychological dependence The psychological need or craving for a drug.

Psychological diagnosis The label given to psychological abnormality by classifying and categorizing the

observed behavior pattern into an approved diagnostic system.

Psychology The scientific study of the behavior of individuals and their mental processes.

Psychometric function A graph that plots the percentage of detections of a stimulus (on the vertical axis)

for each stimulus intensity (on the horizontal axis).

Psychometrics The field of psychology that specializes in mental testing.

Psychoneuroimmunology The research area that investigates interactions between psychological processes,

such as responses to stress, and the functions of the immune system.

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Psychopathological functioning Disruptions in emotional, behavioral, or thought processes that lead to

personal distress or block one's ability to achieve important goal

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Psychopharmacology The branch of psychology that investigates the effects of drugs on behavior.

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Psychophysics The study of the correspondence between physical stimulation and psychological experience.

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Psychosocial stages Proposed by Erik Erikson, successive developmental stages that focus on an

individual's orientation toward the self and others; these stages incorporate both the sexual and social

aspects of a person's development and the social conflicts that arise from the interaction between the

individual and the social environment.

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Psychosomatic disorders Physical disorders aggravated by or primarily attributable to prolonged emotional

stress or other psychological causes.

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Psychosurgery A surgical procedure performed on brain tissue to alleviate a psychological disorder.

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Psychotherapy Any of a group of therapies, used to treat psychological disorders, that

focus on changing

faulty behaviors, thoughts, perceptions, and emotions that may be associated with specific disorders.

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Psychotic disorders Severe mental disorders in which a person experiences impairments in reality testing

manifested through thought, emotional, or perceptual difficulties; no longer used as a diagnostic category

after DSM-III.

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Puberty The attainment of sexual maturity; indicated for girls by menarche and for boys by the production of

live sperm and the ability to ejaculate.

....

....

Punisher Any stimulus that, when made contingent upon a response, decreases the probability of that

response.

....

R

Racism Discrimination against people based on their skin color or ethnic heritage.

....

Range The difference between the highest and the lowest scores in a set of observations; the simplest

measure of variability.

....

Rapid eye movements (REM) A behavioral sign of the phase of sleep during which the sleeper is

likely to be experiencing dreamlike mental activity.

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....

Rational-emotive therapy (RET) A comprehensive system of personality change based on changing

irrational beliefs that cause undesirable, highly charged emotional reactions such as severe anxiety.

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....

Reasoning The process of thinking in which conclusions are drawn from a set of facts; thinking directed

toward a given goal or objective.

....

....

Recall A method of retrieval in which an individual is required to reproduce the information previously

presented.

....

Recency effect Improved memory for items at the end of a list.

....

Receptive field The visual area from which a given ganglion cell receives information.

....

Reciprocal altruism The idea that people perform altruistic behaviors because they expect that others

will perform altruistic behaviors for them in turn.

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....

Reciprocal determinism A concept of Albert Bandura's sociallearning theory that refers to the notion that

a complex reciprocal interaction exists among the individual, his or her behavior, and environmental stimuli

and that each of these components affects the others.

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Reciprocity norm Expectation that favors will be returned—if someone does something for another person,

that person should do something in return.

....

....

Recognition A method of retrieval in which an individual is required to identify stimuli as

having been

experienced before.

....

Reconstructive memory The process of putting information together based on general types of stored

knowledge in the absence of a specific memory representation.

....

....

Reflex An unlearned response elicited by specific stimuli that have biological relevance for an organism.

....

Refractory period The period of rest during which a new nerve impulse cannot be activated in a segment of

an axon.

....

Reinforcement contingency A consistent relationship between a response and the changes in the

environment that it produces.

....

Reinforcer Any stimulus that, when made contingent upon a response, increases the probability of that

response.

....

Relative motion parallax A source of information about depth in which the relative distances of objects from

a viewer determine the amount and direction of their relative motion in the retinal image.

....

....

Relaxation response A condition in which muscle tension, cortical activity, heart rate, and blood pressure

decrease and breathing slows.

....

....

Reliability The degree to which a test produces similar scores each time it is used; stability or consistency

of the scores produced by an instrument.

....

....

Representative sample A subset of a population that closely matches the overall characteristics of the

population with respect to the distribution of males and females, racial and ethnic groups, and so on.

....

....

Representativeness heuristic A cognitive strategy that assigns an object to a category on the basis of a few characteristics regarded as representative of that category.

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....

Repression The basic defense mechanism by which painful or guilt-producing thoughts, feelings, or memories

are excluded from conscious awareness.

....

....

Residual stress pattern A chronic syndrome in which the emotional responses of posttraumatic stress

persist over time.

....

Resistance The inability or unwillingness of a patient in psychoanalysis to discuss certain ideas, desires, or experiences

....

Response bias The systematic tendency as a result of nonsensory factors for an observer to favor

responding in a particular way.

....

....

Resting potential The polarization of cellular fluid within a neuron, which provides the capability to produce

an action potential.

....

Reticular formation The region of the brain stem that alerts the cerebral cortex to incoming sensory signals

and is responsible for maintaining consciousness and awakening from sleep.

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....

Retina The layer at the back of the eye that contains photoreceptors and converts light energy to neural

responses.

....

Retinal disparity The displacement between the horizontal positions of corresponding images in the two eyes

....

Retrieval The recovery of stored information from memory.

....

Retrieval cues Internally or externally generated stimuli available to help with the retrieval of a memory.

....

Reversal theory Theory that explains human motivation in terms of reversals from one to the other opposing metamotivational states.

....

....

Ritual healing Ceremonies that infuse special emotional intensity and meaning into the healing process.

....

Rods Photoreceptors concentrated in the periphery of the retina that are most active in dim illumination;

rods do not produce sensation of color.

....

....

Rules Behavioral guidelines for acting in certain ways in certain situations.

....

S

Sample A subset of a population selected as participants in an experiment.

....

Saturation The dimension of color space that captures the purity and vividness of color sensations.

....

Schedules of reinforcement In operant conditioning, the patterns of delivering and withholding reinforcement.

....

Schemas General conceptual frameworks, or clusters of knowledge, regarding objects, people, and situations; knowledge packages that encode generalizations about the structure of the environment.

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....

Schemes Piaget's term for cognitive structures that develop as infants and young children learn to interpret

the world and adapt to their environment.

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....

Schizophrenic disorder Severe form of psychopathology characterized by the breakdown of integrated

personality functioning, withdrawal from reality, emotional distortions, and disturbed thought processes.

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Scientific method The set of procedures used for gathering and interpreting objective

information in a way

that minimizes error and yields dependable generalizations.

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Selective optimization with compensation A strategy for successful aging in which one makes the most of

gains while minimizing the impact of losses that accompany normal aging.

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Selective social interaction theory The view that suggests that, as people age, they become more selective

in choosing social partners who satisfy their emotional needs.

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....

Self-actualization A concept in personality psychology referring to a person's constant striving to realize his

or her potential and to develop inherent talents and capabilities.

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....

Self-awareness The top level of consciousness; cognizance of the autobiographical character of personally experienced events.

....

....

Self-concept A person's mental model of his or her abilities and attributes.

....

Self-efficacy The set of beliefs that one can perform adequately in a particular situation.

....

Self-esteem A generalized evaluative attitude toward the self that influences both moods and behavior and

that exerts a powerful effect on a range of personal and social behaviors.

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....

Self-fulfilling prophecy A prediction made about some future behavior or event that modifies interactions so

as to produce what is expected.

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Self-handicapping The process of developing, in anticipation of failure, behavioral reactions and explanations

that minimize ability deficits as possible attributions for the failure.

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Self-perception theory The idea that people observe themselves in order to figure out the reasons they act

as they do; people infer what their internal states are by perceiving how they are acting in a given situation.

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....

Self-report measures The self-behaviors that are identified through a participant's own observations and

reports.

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Self-serving bias A class of attributional biases in which people tend to take credit for their successes and

deny responsibility for their failures.

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Semantic memories Generic, categorical memories, such as the meanings of words and concepts.

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Sensation The process by which stimulation of a sensory receptor gives rise to neural impulses that result

in an experience, or awareness of, conditions inside or outside the body.

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....

Sensory adaptation A phenomenon in which receptor cells lose their power to respond after a period of

unchanged stimulation; allows a more rapid reaction to new sources of information.

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Sensory memory The initial memory processes involved in the momentary preservation of fleeting

impressions of sensory stimuli.

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....

Sensory neurons The neurons that carry messages from sense receptors toward the

central nervous

system.

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Sensory physiology The study of the way in which biological mechanisms convert physical events into

neural events.

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Sensory receptors Specialized cells that convert physical signals into cellular signals that are processed by

the nervous system.

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....

Serial position effect A characteristic of memory retrieval in which the recall of beginning and end items on

a list is often better than recall of items appearing in the middle.

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....

Serial processes Two or more mental processes that are carried out in order, one after the other.

Set A temporary readiness to perceive or react to a stimulus in a particular way.

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Sex chromosomes Chromosomes that contain the genes that code for the development of male or female characteristics.

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....

Sex differences Biologically based characteristics that distinguish males from females.

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Sexism Discrimination against people because of their sex.

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Sexual arousal The motivational state of excitement and tension brought about by physiological and cognitive reactions to erotic stimuli.

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Sexual scripts Socially learned programs of sexual responsiveness.

....

Shamanism A spiritual tradition that involves both healing and gaining contact with the spirit world.

....

Shape constancy The ability to perceive the true shape of an object despite variations in the size of the

retinal image.

....

Shaping by successive approximations A behavioral method that reinforces responses that successively approximate and ultimately match the desired response.

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Short-term memory (STM) Memory processes associated with preservation of recent experiences and

with retrieval of information from long-term memory; short-term memory is of limited capacity and stores

information for only a short length of time without rehearsal.

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Shyness An individual's discomfort and/or inhibition in interpersonal situations that interferes with pursuing interpersonal or professional goals.

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Signal detection theory (SDT) A systematic approach to the problem of response bias that allows an

experimenter to identify and separate the roles of sensory stimuli and the individual's criterion level in producing

the final response.

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Significant difference A difference between experimental groups or conditions that would have occurred by

chance less than an accepted criterion; in psychology, the criterion most often used is a probability of less

than 5 times out of 100, or $p < .05$.

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....

Situational variables External influences on behavior.

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Size constancy The ability to perceive the true size of an object despite variations in the

size of its retinal image.

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Sleep apnea A sleep disorder of the upper respiratory system that causes the person to stop breathing

while asleep.

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Social categorization The process by which people organize the social environment by categorizing

themselves and others into groups.

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Social development The ways in which individuals' social interactions and expectations change across the

life span.

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Social intelligence A theory of personality that refers to the expertise people bring to their experience of life

tasks.

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Social-learning theory The learning theory that stresses the role of observation and the imitation of behaviors observed in others.

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Social-learning therapy A form of treatment in which clients observe models' desirable behaviors being

reinforced.

....

Social norms The expectation a group has for its members regarding acceptable and appropriate attitudes and behaviors

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Social perception The process by which a person comes to know or perceive the personal attributes of

himself or herself and other people.

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Social phobia A persistent, irrational fear that arises in anticipation of a public situation in which an individual

can be observed by others.

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Social psychology The branch of psychology that studies the effect of social variables on individual behavior, attitudes, perceptions, and motives; also studies group and intergroup phenomena.

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Social role A socially defined pattern of behavior that is expected of a person who is functioning in a given

setting or group

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Social support Resources, including material aid, socioemotional support, and

informational aid, provided

by others to help a person cope with stress

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Socialization The lifelong process whereby an individual's behavioral patterns, values, standards, skills,

attitudes, and motives are shaped to conform to those regarded as desirable in a particular society.

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....

Sociobiology A research field that focuses on evolutionary explanations for the social behavior and social

systems of humans and other animal species.

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Soma The cell body of a neuron, containing the nucleus and cytoplasm.

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Somatic nervous system The subdivision of the peripheral nervous system that connects the central

nervous system to the skeletal muscles and skin.

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....

Somatosensory cortex The region of the parietal lobes that processes sensory input from various body areas.

....

Specific phobias Phobias that occur in response to specific types of objects or situations.

....

Split-half reliability A measure of the correlation between test takers' performance on different halves

(e.g., odd- and even-numbered items) of a test.

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....

Spontaneous recovery The reappearance of an extinguished conditioned response after a rest period.

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Spontaneous-remission effect The improvement of some mental patients and clients in psychotherapy

without any professional intervention; a baseline criterion against which the effectiveness of therapies must be assessed.

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Standard deviation (SD) The average difference of a set of scores from their mean; a measure of variability.

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Standardization A set of uniform procedures for treating each participant in a test, interview, or experiment

or for recording data.

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Stereotype threat The threat associated with being at risk for confirming a negative stereotype of one's group.

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Stereotypes Generalizations about a group of people in which the same characteristics are assigned to

all members of a group.

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Stigma The negative reaction of people to an individual or group because of some assumed inferiority or

source of difference that is degraded.

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Stimulus discrimination A conditioning process in which an organism learns to respond differently to

stimuli that differ from the conditioned stimulus on some dimension.

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Stimulus-driven capture A determinant of why people select some parts of sensory input for further

processing; occurs when features of stimuli—objects in the environment—automatically capture attention,

independent of the local goals of a perceiver.

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Stimulus generalization The automatic extension of conditioned responding to similar stimuli that have

never been paired with the unconditioned stimulus.

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Storage The retention of encoded material over time.

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Stress The pattern of specific and nonspecific responses an organism makes to stimulus events that disturb

its equilibrium and tax or exceed its ability to cope.

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Stress moderator variables Variables that change the impact of a stressor on a given type of stress reaction.

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Stressor An internal or external event or stimulus that induces stress.

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Structuralism The study of the structure of mind and behavior; the view that all human mental experience

can be understood as a combination of simple elements or events.

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Superego The aspect of personality that represents the internalization of society's values, standards, and morals.

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Sympathetic division The subdivision of the autonomic nervous system that deals with emergency response

and the mobilization of energy.

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Synapse The gap between one neuron and another.

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Synaptic transmission The relaying of information from one neuron to another across the synaptic gap.

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Systematic desensitization A behavioral therapy technique in which a client is taught to prevent the arousal

of anxiety by confronting the feared stimulus while relaxed.

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T

Taste-aversion learning A biological constraint on learning in which an organism learns in one trial to avoid

a food whose ingestion is followed by illness.

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Temporal lobe Region of brain found below the lateral fissure; contains auditory cortex.

....

Tend-and-befriend response A response to stressors that is hypothesized to be typical for females; stressors

prompt females to protect their offspring and join social groups to reduce vulnerability.

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....

Terminal buttons The bulblike structures at the branched endings of axons that contain vesicles filled with neurotransmitters.

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Testosterone The male sex hormone, secreted by the testes, that stimulates production of sperm and is

also responsible for the development of male secondary sex characteristics.

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....

Test–retest reliability A measure of the correlation between the scores of the same people on the same

test given on two different occasions.

....

....

Thalamus The brain structure that relays sensory impulses to the cerebral cortex.

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Thematic Apperception Test (TAT) A projective test in which pictures of ambiguous scenes are presented

to an individual, who is encouraged to generate stories about them.

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Theory An organized set of concepts that explains a phenomenon or set of phenomena.

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Theory of ecological optics A theory of perception that emphasizes the richness of stimulus information

and views the perceiver as an active explorer of the environment.

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....

Think-aloud protocols Reports made by experimental participants of the mental processes and strategies

they use while working on a task.

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....

Three-term contingency The means by which organisms learn that, in the presence of some stimuli but

not others, their behavior is likely to have a particular effect on the environment.

....

....

Timbre The dimension of auditory sensation that reflects the complexity of a sound wave.

....

Tolerance A situation that occurs with continued use of a drug in which an individual requires greater

dosages to achieve the same effect.

....

....

Top-down processing Perceptual processes in which information from an individual's past experience,

knowledge, expectations, motivations, and background influence the way a perceived object is interpreted and classified.

....

....

Traits Enduring personal qualities or attributes that influence behavior across situations.

....

....

Transduction Transformation of one form of energy into another; for example, light is transformed into

neural impulses

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Transfer-appropriate processing The perspective that suggests that memory is best

when the type

of processing carried out at encoding matches the processes carried out at retrieval.

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Transference The process by which a person in psychoanalysis attaches to a therapist feelings

formerly held toward some significant person who figured in a past emotional conflict.

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Trichromatic theory The theory that there are three types of color receptors that produce the primary

color sensations of red, green, and blue.

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....

Type A behavior pattern A complex pattern of behaviors and emotions that includes excessive emphasis

on competition, aggression, impatience, and hostility; hostility increases the risk of coronary heart disease.

....

....

Type B behavior pattern As compared to Type A behavior pattern, a less competitive, less aggressive,

less hostile pattern of behavior and emotion

....

....

Type C behavior pattern A constellation of behaviors that may predict which individuals are more likely to

develop cancer or to have their cancer progress quickly; these behaviors include passive acceptance and

self-sacrifice.

....

....

U

Unconditional positive regard Complete love and acceptance of an individual by another person, such as

a parent for a child, with no conditions attached.

....

....

Unconditioned response (UCR) In classical conditioning, the response elicited by an unconditioned stimulus

without prior training or learning.

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....

Unconditioned stimulus (UCS) In classical conditioning, the stimulus that elicits an unconditioned response.

....

Unconscious The domain of the psyche that stores repressed urges and primitive impulses.

....

Unconscious inference Helmholtz's term for perception that occurs outside of conscious awareness.

....

V

Validity The extent to which a test measures what it was intended to measure.

....

Variable In an experimental setting, a factor that varies in amount and kind.

....

Variable-interval schedule A schedule of reinforcement in which a reinforcer is delivered for the first response

made after a variable period of time whose average is predetermined.

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....

Variable-ratio schedule A schedule of reinforcement in which a reinforcer is delivered for the first

response made after a variable number of responses whose average is predetermined.

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....

Vestibular sense The sense that tells how one's own body is oriented in the world with respect to gravity.

....

Visual cortex The region of the occipital lobes in which visual information is processed.

....

Volley principle An extension of frequency theory which proposes that when peaks in a sound wave come

too frequently for a single neuron to fire at each peak, several neurons fire as a group at the frequency of

the stimulus tone.

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....

WWeber's law An assertion that the size of a difference threshold is proportional to the intensity of the

standard stimulus.

....

Wellness Optimal health, incorporating the ability to function fully and actively over the physical, intellectual,

emotional, spiritual, social, and environmental domains of health.

....

....

Wisdom Expertise in the fundamental pragmatics of life.

....

Within-subjects design A research design that uses each participant as his or her own control; for example,

the behavior of an experimental participant before receiving treatment might be compared to his or her

behavior after receiving treatment.

....

....

Working memory A memory resource that is used to accomplish tasks such as reasoning and language comprehension; consists of the phonological loop, visuospatial sketchpad, and central executive.

....

Y

Yerkes–Dodson law A correlation between task performance and optimal level of arousal.

....

Z

Zygote The single cell that results when a sperm fertilizes an egg.

....

Abnormal Psychology: A discipline or branch of psychology that studies patterns of normal and abnormal behavior as well as personality disorders. In addition, abnormal psychology is concerned with the origins and treatment of abnormal behavior and disorders. Although the term is not used in this way, it may be helpful for you to think of abnormal psychologists as counseling psychologists and/or clinical psychologists. Abnormal psychology is more of an umbrella term.

علم نفس غير العاديين :

فرع أو قسم من علم النفس يدرس نماذج السلوك السوى والسلوك غير السوى ، كذلك اضطرابات الشخصية، يضاف لما تقدم، أن علم نفس غير العاديين معنيّ بجذور(مصادر) السلوك الشاذ والاضطرابات وعلاجاتها . وبالرغم من أن المصطلح لايستخدم على هذا النحو ، الا أنه من المعين لك أن تنظر الى اخصائيى علم نفس غير العاديين بوصفهم اخصائيى ارشاد نفسى و/ أو اخصائيى علم نفس العيادى . ان علم نفس غير العاديين أكثر من مظلة واحدة .أى أنه يتسع لعدة مجالات فرعية.

Adaptation: Things change. As humans, we must also change. Adaptation refers to an individual's ability to adjust to changes and new experiences, and to accept new information. The ability to adapt helps us grow mentally and continually develop.

التكيف :

كل شئ يتغير ، وكبشر فنه يتعين علينا أن نتغيركذلك ، ويشير التكيف الى قدرة الفرد على أن يتوافق للتغيرات والخبرات الجديدة ، وأن يتقبل المعلومات الجديدة . والقدرة على التكيف تساعدنا على أن ننمو عقلياً على نحو متواصل .

Addiction: Any time a person continues to exhibit harmful or obsessive behavior, we can say that they are addicted. There are many, many types of addictions, from gambling, to sex, to drugs and alcohol.

الإدمان :

أى فترة زمنيةيستمر فيهاتعرض شخص ما لسلوك مؤذ أو قهرى ، فانه يمكننا القول حينئذ بأنه شخص مدمن ، وهناك العديد والعديد من أنواع الإدمان، من المقامرة، الى الجنس ، الى المخدرات ، والكحول .

Adjustment: Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. When people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves.

التوافق :
قد يُعرّف التوافق على أنه عملية تعديل السلوك لتحقيق علاقة متناغمة مع البيئة . فعندما يقول الناس أنهم فى "مرحلة توافق" فانهم يعنون تحديداًأنهم بصدد عملية تغير وأنهم يبحثون عن مستوى ما من التوازن أو التقبل مع البيئة ، والآخرين ، أو حتى مع ذواتهم .

Adolescence: The developmental stage that occurs from puberty to maturity, lasting from about ages 12 to 18 (there is some debate about the exact age range, but 12-18 is a commonly accepted range). There are numerous theories about the changes that occur during this stage of life, but one thing that is consistent is that this is a significant time of change and growth. During this time of life we transition to adulthood.

المراهقة :
المرحلة النمائية التى تقع بين البلوغ والنضج .وتمتد بين حوالى الثانية عشرة والثامنة عشرة من العمر (ويوجد جدل بشأن مداها العمرى المحدد .الا أن ١٢ - ١٨ يمثل المدى العمرى الأكثر قبولاً) وتوجد نظريات عديدة بشأن التغيرات التى تظهر فى تلك المرحلة من العمر ، ولكن الشئ المستقر عليه هو أنها فترة جوهرية من التغير والنمو. فأثناءتلك الفترة من العمر ننتقل الى مرحلة الرشد .

Adulthood: The period of life after individuals assume adult responsibilities (e.g., marriage ,starting a career).

مرحلة الرشد :
تلك الفترة من العمر التى يظهر فيها الأفراد تحملهم لمسؤليات الراشدين (من قبيل : الزواج ،والانخراط فى المسار المهنى).

Affect: Affect is a fairly general term for feelings, emotions, or moods. To say someone has negative affect means that they have feelings, emotions, or moods that are negative in nature.

الوجدان
الانفعال مصطلح عام وشامل للمشاعر ' والانفعالات ، والحالات المزاجية الراهنة،والقول بأن شخصاً ما لديه وجدا ن سالب يعنى ان لديه مشاعر ، ووجدانات ، أو حالات مزاجية ذات طبيعة سلبية.

Affective Disorder: Since affect is a general term for feelings, emotion, or moods, affective disorder is a disorder characterized by wide fluctuation of feelings, emotions, and/or moods. For example, a person with affective disorder may be very happy one minute and then terribly depressed the next.

اضطراب الوجدان:
لما كان الانفعال مصطلحاًعاماً يشير الى المشاعر ، والوجدانات ، والحالات المزاجية الراهنة، فان الاضطراب الانفعالى (الوجدانى) اضطراب يكون مميزابتقلب (تذبذب) فى المشاعر ،والوجدنات والحالات المزاجية فالشخص الذى يعانى من اضطراب الوجدان قد يكون سعيداً للغاية فى لحظة ما ، ثم يصبح مكتئباً على نحو فظيع بعدها مباشرة

Aggression: Let's be really simple with this term...aggression is any form of behavior that is intended to harm or injure some person, oneself, or an object.

العدوان :

دعنا نتعامل ببساطة مع هذا المصطلح... العدوان هو أى صيغة من السلوك الذى يلحق المعاناة أو الأذى بشخص ما ، أو بالذات أو بموضوع ما .

Alexithymia: This term was requested by a student and is a term we are not very familiar with. As a result, we searched for a definition and found the following...we hope you find it useful: "Sifneos (1972) coined the term alexithymia to designate a group of cognitive and affective characteristics typical of many patients with psychosomatic illnesses. It is thought to be a personality trait that is characterized by a decreased ability to communicate feelings, a decreased ability to identify feelings, a cognitive tendency toward detail and external operations or events, and a paucity of imaginative thought, dream recall, or fantasy" (Taylor, 1994).

هذا المصطلح مما يحتاج اليه الطالب ، وهو مصطلح لسنا على ألفة كافية به . ونتيجة لذلك . بحثنا عن تعريف ووجدنا التالى ..نأمل أن تجده مفيداً لقد صك هذا المصطلح:" سيفنيوس (١٩٢٧) ألكسيثيما ليشير به الى مجمموعة من الخصائص المعرفية والانفعاليةالتى يعانى منها المرضى النفسجسميين ، على نحو نمطى. ويعتقد أنه سمة شخصيةوالتى تتميز بنقص فى القدرة على التواصل العاطفى ، ونقص فى القدرة على تحديد المشاعر ، ونزعة معرفية نحو صغائر الأمور والأحداث الخارجية ، وندرة فى التفكير الخيالى ، وتذكر الأحلام ، وندرة من الخيال .

Alpha Waves: Alpha waves are a type of brain wave that occur when a person is relaxed, but still awake. Alpha waves typically occur when you are falling asleep, as you pass from wakefulness into sleep (from wake into stage 1 sleep).

:

موجات ألفا نوع من موجات الدماغ ، وتظهر موجات ألفا على نحو نمطى أثناء نومك العميق ، كلما انتقلت من سهرك الى نومك (أى من اليقظة الى النوم)

ltruism:
Altruism refers to unselfish behaviors or actions done for the sake of someone else. For example, if you volunteer at a nursing home, or give money to someone in need, etc., you are helping someone else without receiving benefit. However, there is debate about altruism - some people who say altruism doesn't "really" exist because you do get something out of unselfish acts - you feel good about yourself. I'll leave it to you to decide if altruism exists.

يشير الإيثار الى السلوكات أو التصرفات التى يقدم عليها شخص ما لآكرام أى شخص كان . مثال على ذلك ، أذا تطوعت للعمل فى دار للرعاية. أو أعطيت مالاً لشخص محتاج . وهكذا، فانك حينئذ تساعد شخصاً ما دون تلقي أية منفعة (مادية) وبالرغم من وجود جدل بشأن الايثار - فالبعض يرى أن الايثار لاوجود حقيقى له نظراً لأنك فعلت ذلك لتنال شيئاً ما من وراء تلك التصرفات غير الأنانية .

Altered State (of consciousness): If college students don't know what this term means, who will? Just kidding. An altered state of consciousness is any mental state or condition that varies from a person's normal state of awareness. Things that can produce altered states include alcohol, drugs, dreams, hypnosis, meditation, sensory deprivation, or hallucinations.

حالة التغير (فى الوعى) :
اذا كان الطالب الجامعى لايعرف مايعنيه هذا المصطلح ، فمن يعرفه اذاً ؟ مجرد دعابة !! فحالة التغير فى الشعور هى أية حالة أو وضع عقلي يختلف عن الحالة الطبيعية من الوعى لدى الشخص . والأشياء التى من شأنها أن تحدث تلك ىالتغيرات تشمل الكحول ، المخدرات ، الأحلام ، التنويم المغناطيسى ، التأمل ، الحرمان الحسى ، أو الهلاوس .

Amnesia: Amnesia is the inability to recall past events. Amnesia can result from physical trauma (such as being in an accident and getting a blow to the head) or from psychological problems. One type of amnesia, dissociative amnesia, is the inability to recall events that results from psychological problems, specifically from too much stress. This is sometimes seen in victims of horrible events such as violent crimes, murder, war, etc. It is not a typical situation, but sometimes when an event is simply too difficult for a person to handle, they protect themselves by blocking the memory of the event. In these cases the problem is usually temporary.

فقدان الذاكرة المسبب :
الأمنيزيا هى عدم القدرة على تذكر الأحداث الماضية . ويمكن أن تحدث نتيجة اصابة جسمية (كأن يكون المرء فى حادث تصادم ويتعرض رأسه لارتجاج) أو نتيجة مشكلات نفسية ، و أحد أنواع فقد الذاكرة يعرف بفقدالذاكرةالانعزالى(الانفصالى)

Amphetamines: Amphetamines are a type of stimulant that speeds up bodily processes, and includes cafeine (coffee, tea, soda), nicotene (cigarettes), and cocaine. Some of the effects include increased heart rate, increased respiration, reduced app etite, and increased energy. Many modern-day "energy drinks>" contain a lot of caffeine to give you all this energy.

المنشطات :
المنشطات هىنوع من المنبه الذى يسرع من العمليات (الأنشطة) البدنية، وتتضمن الكافيين(القهوة والشاى والصودا)والنيكوتين(السجائر)والكوكايين .وبعضاً من التأثيرات تتضمن زيادة معدل ضربات القلب ، وزيادة معدل التنفس ، نقص الشهية ، وطاقة متزايدة.ان العديد من مشروبات الطاقة اليومية تحتوى على قدر كبير من الكافيين لتعطيك كل تلك الطاقة .

Amygdala: No, this is not pronounced "ah-mig-DAH-la", but rather, "ah-MIG-dah-la" The amygdala is actually 2 areas of the brain (not one) containing lots of neurons that influence anger, aggression, fear, and rage. Although there are other parts of the brain that influence these emotions, the amygdala may have the most influence. Early studies demonstrated that damaging these areas can turn very aggressive animals into docile,

الجسم اللوزى :

لا ، ان نطقهاليس أه-ميج-دالا "ولكن بدلاً من ذلك يكون نطقها آه ميج ـداه لا والجسم اللوزى فى الواقع منطقتان بالمخ ،وليست منطقةواحدة وتحوى كمية كبيرة من الأعصاب ، والتى تؤثر فى الغضب ، والعدوان ، والخوف ، والغيظ .وبالرغم من وجود أجزا أخرى بالمخ ت}ثر فى تلك الانفعالات ، الا أن الجسم اللوزى له التأثير الأعظم . ولقد أشارت الدراسات المبكرة الى أن تدمير تلكما المنطقتين يحول الحيوانات العدوانية الى حيوانات أليفة (قابلة للتعلم)

Anaclitic Depression: This is a type of depression that occurs primarily in infants who have been separated from or lost their mothers or primary caretakers. If a child suffers from anaclitic depression there is a high risk of serious developmental problems both intellectually and physically. Although anaclitic depression has been reserved almost exclusively for infants, psychologists have found it in adults and even monkeys.

اكتئاب الطفولة :

ويظهر هذا النوع من الاكتئاب لدى الأطفال- بصورة أساسية ـ الذين فصلوا (حرموا) من امهاتهم أو بديلاتهم والطفل الذى يعانى من اكتئاب الطفولة هذا يكونوا أكثر عرضة لمشكلات نمائية خطيرة ، سواء عقلية أو بدنية ، وبالرغم من أن اكتئناب الطفولة يكون محصوراً بصفة أساسية بين صغار الأطفال ، الا أن الاخصائيين النفسيين قد وجدوه لدى الراشدين ، كذلك لدى القردة .

Anal Character: This term is an extension of Freud's anal stage of development (you remember Freud's stages of development, right?) in which a person develops a specific type of a personality that stems from unresolved conflicts during the anal stage of psychosexual development. A person with an anal character typically shows traits such as excessive neatness and

orderliness, stinginess, and an inability to be flexible.

الشخصية الاستية :
ويعد هذا المصطلح امتدادا للمرحلة الفرويدية المعروفة ب المرحلة الشرجية من مراحل النمو (تذكر مراحل النمو عند فرويد .، اتفقنا ؟) والتى فيها يطور الفرد نمطاً خاصاً من الشخصية والذى ينشأ عن الصراعات غير المحلولة أثناءالمرحلة الشرجية من مراحل النمو النفسى الجنسى . والشخص صاحب هذه الشخصية يظهر سمات نمطية من الأناقةوالانضباط المفرطة ' والبخل ، وعدم القدرة على أن يكون مرنا

Androgyny: Someone who is androgynous has both male and female traits. This is not to say that the person has male and female genitalia, but that the person exhibits both male and female behaviors, emotions, etc. This type of person is very much a mix of maleness and femaleness.

خنثوى :
فالشخص الخنيث لديه كلاًمن الخصائص الذكرية والأنثوية معاً ، وهذا لايعنى القول بأن الشخص لديه الأعضاء الجنسية الذكرية والأنثوية ، ولكن يعنى أن الشخص يظهر كلاً من السلوكات والوجداناتالذكرية والأنثوية ، وغير ذلك . ان هذا النمط من الأشخاص يكون خليطاً من الذكورة والأنوثة الى حد بعيد .

Anorexia Nervosa: Anorexia nervosa (often referred to as just anorexia) is a very serious, pathological loss of appetite and self induced limiting of food intake. Anorexia nervosa can lead to severe psychological, emotional, and physical problems, including death. This disorder most often affects females (although males do suffer from anorexia as well), and is typically associated with a tremendous amount of concern for and misperception of one's own body image.

فقدان الشهية العصبى :
ويشار اليه غالباًبفقدان الشهية فقط، ويعد خطيراً للغايةفهو فقدان مرضي للشهية واستيعاب لكميات ضئيلة من الطعام ويمكن أن يؤدى فقدان الشهية العصبى الى مشكلات نفسية ووجدانية وجسميةبمافى ذلك الموت . وهذا االاضطراب يحدث تأثيره فى الاناث(وبالرغم من أن الذكور أيضاً يعانون منه) ويكون مرتبطاً _ وعلى نحو نمطى _ بقدر هائل من قلق الفرد وادراكه الخاطئ لصورة جسده .

Antisocial: People who are antisocial tend to have and exhibit hostility toward society or to the established values of the society in which they live.

مضاد للمجتمع :
يميل الأشخاص المضادين للمجتمع لأن يحملوا مشاعر العداوة ويظهرونها تجاه المجتمع ، أوضد القيم المستقرةللمجتمع الذى يعيشون فيه .

Antisocial Behavior: Antisocial behavior is exhibited typically by people who are "antisocial" which is hostility toward society or the established values of society. When behaviors are exhibited that violates rules or conventions of society and/or personal rights, they are exhibiting antisocial behavior.

السلوك المضاد للمجتمع:
يصدر السلوك المضاد للمجتمع على نحو نمطى عن الأشخاص المضادين للمجتمع ويتمثل فى عداوة تجاه المجتمع أو قيمه المستقرة. وحين تصدر عنهم سلوكات تمثل خروقات لقواعد وتقاليد المجتمع و/ أو حقوق الانسان ، فانهم يظهرون سلوكاً مضاداً للمجتمع .

Antisocial Personality: This is a type of personality disorder in which the person has impulsivity, an inability to live by the rules, customs, and laws of the society in which they live, and a lack of anxiety or guilt about their behavior. It is synonymous with sociopathic personality and sociopath.

الشخصية المضادة للمجتمع:
وهذا أحد أنواع اضطراب الشخصية والي يتصف فيه الشخص بالاندفاعية، وعدم القدرة على التعايش مع قواعد وأعراف وقوانين المجتمع الذى يعيشون فيه ، ولايستشعرون القلق أوالذنب
لسلوكهم هذا انه يترادف مع الشخصية المريضة اجتماعياً، ومضاداة المجتمع .

Anxiety: We all experience some anxiety sometimes, but many people don't really know what it is. According to one dictionary definition, anxiety can be defined as a strong and unpleasant feeling of nervousness or distress in response to a feared situation, often accompanied by physiological effects such as nausea, trembling, breathlessness, sweating, and rapid heartbeat.

القلق(الحصر):

جميعنا نتعرض للقلق أحياناً، ولكن البعض من الناس لايعرفون بحق ماهو . ووفقاً لتعريف أورده أحد القواميس . يمكن أن يعرف القلق بوصفه شعور أحاد وغير مريح بالعصبية ، أو بالكرب أثناء استجابة الفرد لموقف يخشاه ،، ويكون مصحوباً غالباً بأثار فسيولوجية من قبيل الغثيان ، الارتعاش ، انقطاع النفس ، تصبب العرق ، وضربات قلب متسارعة.

Anxiety Disorder: The class of disorders containing any disorder in which anxiety is the primary feature or in which anxiety appears when the individual tries to resist a phobia. There are a variety of anxiety disorders including Panic Disorder, Agoraphobia, Social Phobia, Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, Generalized Anxiety Disorder, and Acute Stress Disorder. Each of these anxicty disorders has specific criteria outlined in the DSM (diagnostic and statistical manual) that must be reached before someone is diagnosed with an anxiety disorder.

اضطراب القلق:

فئة الاضطرابات التى تضم أى اضطراب يمثل القلق مظهره الأساسى، أو فيه يظهر القلق عندما يحاول الفرد أن يقاوم الرهاب (الخواف) وتوجد أنواع عديدة من اضطرابات القلق تشمل اضطرابالفزع(الرعب) رهاب الأماكن الفسيحة ، الرهاب الاجتماعى ، اضطراب الوسواس القهرى(الحواز)اضطراب انضغاط مابعد الصدمة، اضطراب القلق المعمم(الهائم)ولكل من اضطرابات القلق تلك محكات محددة فى الدليل التشخيصى الاحصائى، والذى ينبغى الالمام به قبل أن يشخص أى فردباضطراب القلق .

Applied Research: As opposed to basic research, applied research is the type of research which is conducted to solve practical problems, find cures to illnesses, develop therapies with the purpose of helping people, and other similar types of practical problem-solving research.

البحث التطبيقى :
هو المقابل للبحث الأساسى ، والبحث الأساسى هو نوع من البحث يكون موجهاً لحل مشكلات عملية(تطبيقية)، علاج الآمراض ، تطوير علاجات بغرض مساعدة الناس ، وأنواعاً أخرى مماثلة من البحوث المتصلةبالحل التطبيقى للمشكلات .

Aphasia: Aphasia is the inability to use language appropriately and may include problems speaking language, hearing language, and reading language. Some with aphasia are able to read properly, but can't speak the language, speak the language but not be able to read it, or read letters but not numbers. Aphasia usually results from damage to parts of the brain such as Broca's (speaking problems) area or Wernicke's area (understanding language problems).

الحبسة:
هى عدم القدرة على استخدام اللغة على نحو ملائم ، وقد تشمل مشكلات لغة الكلام (التحدث) ولغة الاستماع ، ولغة القراءة . وبعض المصابين بالحبسة يستطيعون القراءة بصورة جيدة ، ولكنهم لايستطيعون التحدث باللغة ، أو يستطيعون التحدث ملائمة ، ولكنهم لايستطيعون قراءتها ، أو يقرأون الحروف دون الآرقام. وتنشأ الحبسة عن دمار يصيب أجزاء من المخ مثل منطقة بروكا (المسؤلة عن مشكلات الكلام) ومنطقة ويمك (المسئولة عن مشكلات الفهم)

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. Aptitude Tests: As you probably know, aptitude refers to a person's capacity to learn. It should come as no surprise then that an aptitude test is a test designed to predict learning capacity for a particular area or particular skills.
For example, the SAT is a test designed to predict how well you will perform in college (I won't get into the good and/or bad of this test). It is not designed to measure how will you did in high school (that would be an achievement test) but how capable you are of learning all the new skills necessary to do well in college

اختبارات الاستعداد :
وكما تعرف جيداً ، فان الاستعداد يشير الى مقدرة (اهلية) فرد ما للتعلم . ومن ثم فليس مفاجئاً أن يكون اختبار الاستعداد اختباراً معداً للتنبؤ بالأهلية للتعلم فى مجال تطبيقى ما او لتعلم مهارات بعينها . مثال على ذلك ، فان اختبار sat هواختبار صمم للتنبؤ بدرجةاجادتك للأداء بكليتك(دون الخوض فيما اذا كنت حصلت على درجات جيدة او ردينة). فهواذا صمم لقياس ادائك فى المدرسة العليا (والذى يعد حينئذ اختباراً للتحصيل .ولكن اهليتك لتعلم كافة المهارات الضرورية للأداء الجيد بالكلية .

Assimilation: This term stemmed from the work of Jean Piaget and his work on cognitive development of children. Assimilation is the cognitive process of fitting new information into existing cognitive schemas, perceptions, and understanding. This means that when you are faced with new information, you make sense of this information by referring to information you already have (information processed and learned previouly) and try to fit the new information into the information you already have. A similar process is accommodation (another one of Piaget's processes), but with accomodation the information you already have has to be adjusted to incorporate the new information.

التمثل:
وهو مصطلح مشتق من أعمال جان بياجيه وعمله عن النمو المعرفى لدى الأطفال . والتمثل عملية معرفيةلدمج معلومة جديدة بالبنى المعرفية والمدركات والمفاهيم الموجودة بالفعل وهذا يعنىأنك عندما تتعرض لمعرفة جديدةفان لديك بالفعل(معرفة سبقت معالجتها وتعلمها)وتحاول أن تكيف المعرفة الجديدةللمعرفة المتوافرة لديك سلفا ، معالجة مماثلةهى مايعرق بالمواءمة (وهىاحدى معالجات بياجيه الأخرى) ولكن بامواءمة تصبح المعرفة التى لديك

متكيفة لأن تدمجمع المعرفة الجديدة .

Association: The term "association" has different meanings depending on whether you're viewing it from a cognitive or behavioral perspective. From the cognitive perspective, an association is a bond or connection between two images, thoughts, ideas, or other psychological phenomena, whereby the occurrence of one tends to bring to mind the other. The simple thought of one idea produces the thought of the other. For example, when you read the word "stop" did a word come to mind? (Maybe a stop sign or a red light?)

From a behavioral perspective, an association is the forming of a learned connection between a stimulus and a response, or between one stimulus and another. For a more comprehensive understanding of this, you should take a look at conditioning definitions such as conditioned response, conditioned stimulus, etc.

الترابط (التداعى) ولهذا المصطلح عدة معان فى ضوء ماإذا كنت تنظر اليه من منظور معرفى أو من منظور سلوكى . فمن منظور معرفى يعد الترابط بمثابة رابطة أو اتصال بين صورتين ذهنيتين ، أو فكرتين ، أو أى من الظواهر النفسية ومن ثم يؤدى ظهور احداهما الى حضور الأخرى فى الذهن ، فالتفكير البسيط فى فكرة ما ، يقود الى التفكير فى اخرى . مثال على ذلك ، أنك عندما تقرأ كلمة " توقف " فهل من كلمة ترد على ذهنك ؟ (ربما اشارة توقف ، ؟أو الضوء الأحمر)

ومن منظور سلوكى ، يعد الرتباط تكوين رابطة متعلمة بين مثير ما واستجابة ما ، أو بين مثير ما و آخر . ولفهم اذلك على نحو دقيق ينبغى أن تأخذ نظرة على تعريفات الشتراط من قبيل الاستجابة الشرطية ، والمثير الشرطى ، وماالى ذلك .

Associative Learning: This is a "learning" or "conditioning" term that refers to learning that two different events occur or happen together. This is really a fundamental component of conditioning since a response to a stimulus won't really be learned if the organism doesn't get the point that the stimulus and response are supposed to occur together. This doesn't have to be a conscious learning (remember, there is a big difference between classical and operant conditioning) but the association must be made for the learning to occur. For example, will a rat learn to press a lever if it never makes the association between pressing the lever and getting the reward? Or why would a dog salivate to a bell if it never makes the connection between the bell and getting food?

التعلم الارتباطى :
وهو أحد مصطلحات التعلم (التشريط) والذى يشير الى التعلم بعمليتين مختلفتين تحدثان معا، وتعد مكونا حقيقيا للتشريط مادامت استجابة ما لمثير ما والتى ليس من الطبيعى أن تتعلم الا اذاوصل الكائن العضوى الى النقطة التىيفترض أن تحدث فيها الاثارة والاستجابة معا. وهذا لايعد تعلما شعوريا (مقصودا)(تذكر ، أن هناك اختلافا هائلا بين الاشراط الكلاسيكى والاشراط الاجرائى)ولكن من الضرورى أن يتحقق الارتباط للتعلم حتى يتحقق. مثال، هل سيتعلم الأرنب أن يضغط على رافعة مالم يتحقق الارتباط بين الضغط على الرافعةوالحصول على المكافأة؟أو كيف كان الكلب يفرز لعابه لجرس اذا لم يتحقق الارتباط بين الجرس والحصول على الطعام .

Attachment: Attachment can pertain to all people, regardless of age, but typically relates to the attachment between children and caregivers (usually the mother). Attachment is an emotional tie or bond between two people. This is a very powerful bond that is important for survival - it keeps infants close to their mothers which is important for getting food, staying away from danger, and getting comfort.

التعلق:
ويمكن أن يشمل كل الناس ، بصرف النظر عن العمر ، ولكنه يتصل على نحو نمطى بالتعلق بين الأطفال ومن يقومون برعايتهم(الأم عادة). فالتعلق يعد رابطة وجدانيةبين شخصين. وتلك رابطة قوية جداإذ أنها ضرورية للبقاء. فهى التى تجعل الرضع ملتصقين بأمهاتهم حيث الحصول على الغذاء ،ولحمايتهم من الخطر ، وليشعروا بالراحة.

Attitudes: Attitudes can be defined as an affective feelings of liking or disliking toward an object (which can be basically anything) that has an influence on behavior. As Don Forsyth describes in his text book (Our Social World), an attitude is not a feeling, a cognition, or a form of behavior; instead, attitudes combine all three components in an "integrated affect-cognition-behavior system." What this all means is that attitudes are made of three components that all influence each other. If one component changes, then it influences the entire attitude structure. In addition, each components not only have an influence on the attitude structure as a whole, but also on each other component. Although many people think attitudes are pretty simple (you like something or you don't), you can see that attitudes are actually quite complex and dynamic.

الاتجاهات:
يمكن أن تعرف الاتجاهات بوصفها مشاعر وجدانية من الحب أو الكراهية نحو موضوع ما(والذى يمكن أن يكون أى موضوع كان)والذى من شأنه أن يؤثر على السلوك.وكما يصف Don Forsyth فى كتابه المعنون(عالمنا الاجتماعى) ، فان الاتجاه ليس مجرد شعور ما ، أو معرفة ما ، أو صيغة ما من التصرف ؛ بل ان الاتجاه يشتمل على تلك المكونات الثلاثة فى نضام متكامل من الوجدان- المعرفة- والسلوك.مايعنيه ذلك كله مجتمعاً هو الاتجاهات التى تشكلت من المكونات الثلاثة والتى تؤثر مجتمعة على بنية الاتجاه . يضاف لذلك أن أياً من تلك المكونات _منفرداً ليس له من تأثير على صيغة الاتجاه ككل، وان كان لكل مكون تأثيراً متبادلاً مع غيره من المكونات . وبالرغم من أن العديد من الناس يعتقدون بأن الاتجاهات شيئاً بسيطاً للغاية(فأنت اما أن تحب شيئاً ما أو أنك لاتحبه) الا أنك بوسعكأن تنظر للاتحاهات بوصفها شديدة التعقيد والدينامية .

Attraction: The extent to which we evaluate others in a positive or negative manner.

الجاذبية:المدى الذى له تقيم الآخرين على نحو ايجابى أو سلبى

Attribution: Technically speaking, attribution is the process by which people use information to make inferences about the causes of behavior or events. Simply put, this is how we go about inferring behavior (our own and those of others). For example, if you take an exam and you do well but a friend of yours fails, you might say that you did well because you are smart but your friend failed because he partied all night and didn't study. In this case, you "attributed" your success to an internal attribution (you're smart) but

"attributed" your friend's behavior to an external attribution (partied all night).

العزو(التأويل)

Attribution Theory: Attribution theory is a Social Psychological theory that relates to the way in which people explain their own behavior and that of others. According to this theory, people tend to attribute (or explain) psychological or external causes as the determining factor in behavior. For example, if someone acts mean to you one day, would you attribute the behavior to the person being a jerk (internal attribution) or to the person having a bad day (external attribution)? Attribution theory examines the ways in which people make these attributions. Make sure you review the definition for the Fundamental Attribution Error, which relates directly to this.

نظرية العزو:
هى نظرية اجتماعية نفسية ، وتتصل بالطريقة التى من خلالها يفسر الناس سلوكهم الشخصى وسلوك الآخرين . ووفقاً لهذه النظرية ، يميل الأشخاص الى أن يعزوا(أو يفسروا) الأسباب النفسية(الذاتية الشخصية) أو الأسباب الخارجية بوصفها عامل محدد للسلوك.مثال على ذلك ، فلو أن شخصاً ما قصدك بتصرفاته(حماقاته) فالفنك قد تعزو (ترد) ذلك السلوك الى كون ذلك الشخص أحمقاً (عزو داخلى) أو الى ان يوم هذا الشخص سئ(حظه سئ) (وهذا عزو خارجى)وتعنى نظرية العزو بتناول الاساليب التى من خلالها يضع الناس تأويلاتهم. تأ كد من أنك راجعت التعريف الخاص بالخطأ الأساسي للعزو، واغلذى يرتبط على نحو مباشر بهذا الموضوع.

Autonomic Nervous System: That part of the peripheral nervous system that contacts internal organs, glands, and muscles not under voluntary control to the central nervous system.

الجهاز العصبى اللاارادى:
الجهاز العصبى الذاتى(المستقل)هو جزء من الجهاز العصبى الطرفى الذى يتصل بالأعضاء الداخلية ، والغدد ، والعضلات ، ولايقع تحت سيطرة الارادية للجهاز العصبى المركزى .

Automatic Processing: Processing of information without conscious awareness.

المعالجة الآلية :
عملية معالجة للمعلومات بدون وعى شعورى .

Aversion Therapy: Similar to other types of behavior therapy, aversion therapy is based on the principles of learning (conditioning) and is done to eliminate the presence of some maladaptive behavior. This is done by pairing the maladaptive behavior (which is in some way rewarding to the person who engages in it – like smoking) with a stimulus that is unpleasant. What happens then is that the pleasant behavior becomes less pleasant and decreases over time until it is gone completely.

العلاج بالتنفير :

شأنه شأن أى نوع آخر من علاج السلوك ، ويعتمد العلاج بالتنفير على مبادئ التعلم(التشريط)

Avoidante Personality Disorder: A disorder in which individual cannot form adequate social relations with others because of profound fear of rejection.

الضطراب الشخصية المتجنبة:
اضطراب لايستطيع المرء فيه أن ينشئ علاقات ملائمة مع الآخرين نظراً لخوفه من رفضهم إياه.

Babbling Stage: You have to love it when children begin to speak! The babbling stage is a very early stage of language development, usually occuring around ages 3-4 months, in which children spontaneously produce all sorts of nonsensical, unrelated sounds. No real words are formed at this point, but children are just beginning to put sounds together in order to form words, which happens after the babbling stage.

مرحلة الهذيان الطفلى :
لعلك تحبها عندما يبدأ الأطفال فى الكلام!ومرحلة الهذيان الطفلى هى ملرحلة مبكرة جداً من نمو اللغة، تظهر عادة حول عمر ٣-٤ شهراً ، فيها يصدر الأطفال كل أنواع الأصوات على نحو عفوى، وجميعها غير ذات معنى وغير مترابطة،حيث لم تتكون كلمات فعلية بعد، ولكن الأطفال يبدأون فقط فى وضع الأصوات مع بعضها البعض لتكوين الكلمات،والتى ستبدأ بعد مرحلةالهذيان الطفلى.

Basic Research: As opposed to applied research, basic research is conducted with the intent of increasing the scientific knowledge base, and to find theoretical truth and understanding (not specifically to solve practical problems). For example, someone conducting basic research on cheating behavior may design a study examining whether students from divorced families cheat more often than students not from divorced families. Notice that the research is not done to reduce cheating, help people who cheat, or any other "applied" aspect, but to increase the understanding of cheating behavior.

البحث الأساسى: ويُجرى البحث الأساسى بقصد زيادة قاعدة المعرفة العلمية، وللتوصل للحقيقة والفهم النظرى(وليسعلى نحو خاص لحل مشكلات عملية)مثال على ذلك، يجرى باحث ما بحثاً أساسياً عن سلوك الغش ، من شأنه أن يصمم دراسة لبحث ما إذا كان التلاميذ من الأسر المطلقة يغشون أكثر من التلاميذ من غير الأسر المطلقة. لاحظ أن البحث لم يجر للتقليل من الغش، أو لمساعدة التلاميذ الغشاشين أو لأى غرض تطبيقى أخر، ولكن -فقط- لزيادة فهم سلوك الغش.

Basic Trust: Erik Erikson conducted an enormous amount of research on developmental issues. One such issue is that of attachment. He indicated that children who have secure attachments with their parents have a general sense that the world is predictable and reliable (this is basic trust). This basic trust, according to Erikson, is formed by loving, sensitive, care givers and not from genetic makeup or to a continuously positive environment.

الثقة الأساسية:

أجرى إريك إريكسون قدراً هائلاً من البحث على القضايا النمائية،وواحدة من تلك القضاياتتمثل فى التعلق . وقد أشار الى أن الأطفال ممن يتمتعون بتعلق آمن مع آبائهم لديهماحساس عام بأن العالم يمكن التنبؤ به ويمكن الاعتماد عليه(الوثوق به) (تلك هى الثقة الأساسية). وتلك الثقة الأساسية، وفقاً لإريكسون، تكون متشكلة بالحب، ورقة الشعور، ومنالقائمين على رعايته ، وليس من التركيبة الجينية أو من البيئة الايجابيةالمستديمة.

Behavior Modification: A type of behavioral therapy in which the principles of Operant Conditioning (reinforcement, punishments, etc.) are used to eliminate some type of unwanted, maladaptive, behavior. For example, a person may feel that they no longer want to smoke (the maladaptive behavior) and so the person is given a favorite piece of candy every time a cigarette is desired but refused. So, when the person wants a cigarette but does not have one, they get a piece of their favorite candy as a reward.

تعديل السلوك:
نوع من العلاج السلوكى والذى فيه تكون مبادئ الاشتراط الاجرائى(التعزيز، العقاب، الخ) مستخدمة للتخلص من بعض أنواع السلوك غير المرغوب ، والمرضى. مثال على ذلك، كشخص قد يشعر بأنه أمضى وقتاً طويلاً وهو يريد أن يدخن(السلوك المرضى) وهكذا يعطى الشخص قطعة مفضلة من الحلوى فى كل وقت تكون فيه السيجارة مرغوبة جداً ، الا أنها تكون مرفوضة.أى عندما يريد الشخص راغباً فى سيجارة ولكن لايحصل عليها ، وعندئذ يعطون قطعة حلوى مفضلة كمكافأة.

Behavioral Psychology (behavioral approach): The behavioral approach was founded by John B. Watson and originally rejected the study of mental processes in favor of the study of overt behavior (observable behavior) and external factors – study of observable events. The behaviorists believed all behavior was determined by stimuli in the environment. Today, this approach still stresses the importance of the environment on behavior, but also allows for inclusion of cognitive processes and feelings (early behaviorists rejected cognition in the study of behavior).

علم النفس(المنحى) السلوكى:

Behaviorism: The school of thought that stresses the need for psychology to be an objective science. In other words, that psychology should be a science based on observable (and only observable) events, not the unconscious or conscious mind. This perspective was first suggested and propagated by John Watson in 1913, who wanted psychology to study only observable behaviors and get away from the study of the conscious mind completely. Watson's primary rationale was that only observable events are verifiable and thus, are the only events that can be proven false. This is an extremely important concept for science; without it, how can you ever find out what is true, false, real, or fake.

السلوكية:

Binocular Cues: Humans are able to see things that are both far and near, and can actually identify where those objects are in space (meaning, they can determine if those objects are close or far away). This sort of depth perception requires both of our eyes, which is referred to as binocular cues (depth cues that requires both of our eyes).

اشارات الادراك البصرى المزدوج:

Biofeedback: A method of behavior modification that uses principles of operant conditioning to change a maladaptive behavior. With this method, a person is presented with visual or auditory information about some internal, involuntary process. The information is actual feedback about the internal process that the person can use to increase control of the internal process. For example, a person suffering from stress can be hooked up to a biofeedback machine that creates a sound whenever the person starts getting stressed (increased heart rate, blood pressure, etc., would cause the machine to produce the sound). By paying attention to the sounds, the person can use relaxation techniques when there are some internal changes due to the stress - even if they are not yet feeling them, the effects can be identified by the machine and then controlled by the person. Over time, the goal is to be able to control these behaviors without the use of the machine.

التغذية الحيوية الراجعة:

Biological Psychology: Biological psychology is a branch or type of psychology that brings together biology and psychology to understand behavior and thought. Biological psychology looks at the link between biology and psychological events such as how information travels thoughout our bodies (neural impulses, axons, dendrites, etc.), how different neurotransmitters effect sleep, dreams, and other behaviors, just to name a few.

علم النفس الحيوى:

Biopsychological Perspective: The psychological school of thought based on the premise that physiological influences and factors are the most important factors in developing, determining, and causing behaviors and mental processes. In the classic "nature-nurture" debate, the physiological perspective IS the "nature".

المنظور النفسى الحيوى :

Bipolar Disorder: Also known as manic depression, this is a mood disorder in which the person's mood swings from euphoric, manic stages to depressed (from one "pole" to the other). This is not simply being happy and then sad, but rather periods of uncontrollable, clinical mania and longer periods of depression. Although there are many different perspectives about the basis of bipolar disorder, the most popular view is that it is caused by a chemical imbalance. During periods of mania, the person may become incoherent, become irrational, hyperactive, unrealistic about themselves and others, and act in sexually, socially, and physically unhealthy ways (sleeping with many people, going on shopping sprees which they can't possibly afford, etc.).

الاضطراب ثنائى القطبين :

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الاضطراب ثنائى القطبين :

Body Language: Movements in various parts of the body reflecting various emotional reactions.
لغة الجسم :

Broca's Area: Named for the French surgeon and anthropologist, Paul Broca, who found this area of the brain, Broca's Area is located in the frontal lobe of the brain and acts as the speech center. Although there are other areas of the brain that also influence speech (Wernicke's Area and the motor cortex), Broca's Area is considered the central component.

Bulimia Nervosa: People with this eating disorder engage in binge eating and purging behaviors. What this means is that a person who suffers from Bulimia Nervosa will have episodes during which they eat tremendous amounts of food (usually foods that are high in calories) and then go vomit or use laxatives to lose weight. While there are many men who suffer from this eating disorder, the majority of bulimics are women in their teens and mid twenties. Like other eating disorders, there tends to be a relationship between social views of attractiveness and bulimia; cultures that identify being thin with being attractive have higher rates of bulimia (of course there are many alternative perspectives on the causes and treatments for bulimia).
الشراهة العصبية
منطقة بروكا :

Burnout: This is an actual physical and emotional problem that results from excessive on-the- job hassles (oh, can I relate to this). The symptoms of burnout include fatigue and physical exhaustion, depression, mental fatigue, sleeping problems, etc. Although anyone with a job is susceptible to burnout, teachers, police officers, social workers, and doctors are more often subjected to the types of hassles that lead to burnout.

الاحتراق :

Butterfly Effect: This is really more of a physics/chaos theory, but it does relate to psychological as well, so here goes. The butterfly effect serves as a metaphor for life in a chaotic world. Specifically, it suggests that small events can have very large effects. This is a relatively new approach as it was once believed that small events produced small effects and large events produced large effects. Chaos theory, however, changed this view and now the butterfly effect sugests that little things, like a bird flapping its wings over China today, can have big effects, like causing a hurricane in America next week.

تاثير الفراشة :

Bystander Effect: The Bystander Effect is a social phenomenon in which a person (or persons) are less likely to offer help to another person (or persons) when there are more people around who can also provide assistance. Many people believe that, when there is an emergency and lots of people are present, the people in need are more likely to get assistance. However, this is not the case. Rather, the more people there are who can help, the less likely each person is to offer help. Thus, when in a group, people are less likely to offer help than when they are alone.

تاثير المتفرج:

Cardinal Trait: According to Gordon Allport,
the human personality is comprised of three traits. The most dominant of these traits are the cardinal traits which are dominant traits that characterizes almost all of a person's personality. For example, Mother Teresa is often identified as exemplifying the cardinal trait, altruism, as her life was completely devoted to helping others, even at her own expense.

السمة الجوهرية (الأساسية):

Case Study: A case study is one type of observational data collection technique in which one individual is studied in-depth in order to identify behavioral, emotional, and/or cognitive qualities that are universally true, on average, of others. Case studies often include face-to-face interviews, paper and pencil tests, and more.

دراسة الحالة :

Catatonic Schizophrenia: People with this type of schizophrenia exhibit unusual motor behaviors, and act in bizarre ways. There are two type of behavioral classes that the catatonic schizophrenic will engage in; catatonic excitement and catatonic stupor. During catatonic excitement, the schizophrenic will act in bizarre, high-strung like behaviors such as pacing quickly, babbling, talking incoherently, etc., while during catatonic stupors, the person will assume one position and remain that way for long periods of time (sometimes for hours). Even more interesting is the fact that the person will typically remain aware of what is going around them despite being frozen.

الفصام التصلبى (التخشبى):

Catharsis: Catharsis is a psychodynamic principle that, in its most basic sense, is simply an emotional release. Further, the catharsis hypothesis maintains that aggressive or sexual urges are relieved by "releasing" aggressive or sexual energy, usually through action or fantasy. For example, a young male may watch a film in which an attractive woman engages in sexual behavior. The young male may become sexually aroused from this and subsequently frustrated because of his inability to act out his sexual desires. To release this sexual tension, the young male may go outside and play sports or engage in fantasies about himself and the woman.

التطهير الانفعالى:

Causation: You are probably familiar with this word as it relates to "cause and effect"...which is a very important phrase in psychology and all science. Causation is the demonstration of how one variable influences (or the effect of a variable) another variable or other variables. When one variable does have an effect on another, you can say that you have "causation".

السببية(العلية):

Cause and Effect: Cause and effect is the panacea for researchers. It is a term you've likely heard many times already, or will hear many times as you study psychology. Psychologists look to identify the "effect" one variable has on other variables...does one variable "cause" other variables to change. Establishing cause and effect is not easy and requires researchers to conduct studies that not only follow the scientific method, but also classify as "true experiments" (studies that include random assignment of participants to groups and manipulation of an independent variable). For example, can a psychologist truly say that smoking causes cancer? Can we conduct a true experiment on the effects of smoking...can you randomly assign participants to smoking and non-smoking groups, have them smoke or not smoke for a period of time and then measure the growth of cancer? You could, but not ethically. As a result, you can't establish a cause and effect relationship...you can establish that one variable (smoking) influences the other (cancer) using a correlational approach, but you really can't establish cause and effect.

العلة والأثر :

Central Nervous System (CNS): CNS is a term that describes the brain and the spinal cord. This is a term you are probably familiar with, since it is one of the most commonly used scientific terms around. Despite this, there is some small debate about the CNS - some claim that the retina is also part of the CNS. However, the most accepted view is that the CNS contains only the brain and spinal cord, and that the retina is part of peripheral nervous system.

الجهاز العصبى المركزى :

Cerebellum: The cerebellum is a structure often referred to as the "little brain" that is located in the rear of the brainstem. The cerebellum helps control voluntary movements such as eye movement and tracking of moving objects, as well as coordination and balance in behaviors that are very fast (for example, running or sprinting).

المخيخ:

Cerebral Cortex: The thin outer layer of the brain's (approximately 2 mm) cerebral hemispheres that acts as the main control center and information processing center. The cerebral cortex is not required for performing many simple actions, but is crucial for creating new episodic memories, the fancier associations, and many new movement programs. The cerebral cortex is made up of two different sub-components: the motor cortex and the sensory cortex.

القشرة المخية:

Childhood: The period from age two until the onset of puberty.

مرحلة الطفولة:

Chunking: A very basic definition is that chunking is a way of organizing information into familiar groupings. This is done with all sorts of information, including numbers, single words, and multiple-word phrases which are collapsed into a single word, to create acronyms. The main advantage of this type of mnemonic device is that it enhances retention and memory. For example, how do you remember the names of the 5 Great Lakes? If you just remember the acronym, HOMES, you may find it easier to remember that the names of the Great Lakes are Huron, Ontario, Michigan, Erie, and Superior.

اختصار تجميعى :١٠٠(الختزل اصطلاحى)

Classical Conditioning: First proposed and studied by Ivan Pavlov, classical conditioning is one form of learning in which an organism "learns" through establishing associations between different events and stimuli. For example, when a neutral stimulus (such as a bell) is paired with an unconditioned stimulus (such as food) which produces some involuntary bodily response all on its own (such as salivating), the neutral stimulus begins to trigger a response by the organism similar (some salivation) to that produced by the unconditioned stimulus. In this way, the organism has "learned" that the neutral stimulus equals something good (just like the unconditioned stimulus).

الاشتراط التقليدى :

Clinical Psychology: Clinical psychology is the branch of psychology involving assessment and treatment of people with psychological disorders. In addition, clinical psychologists do conduct some research and experimentation, with topics that focus primarily on practical applications (such as developing new treatments, prevention for addictions, etc.).

علم النفس العيادى:

Closure: Closure is a Gestalt principle of perceptual organization that explains how humans fill in visual gaps in order to perceive disconnected parts as a whole object. For example, can you tell what shape this elements make? [__] -- answer = square

الاغلاق :

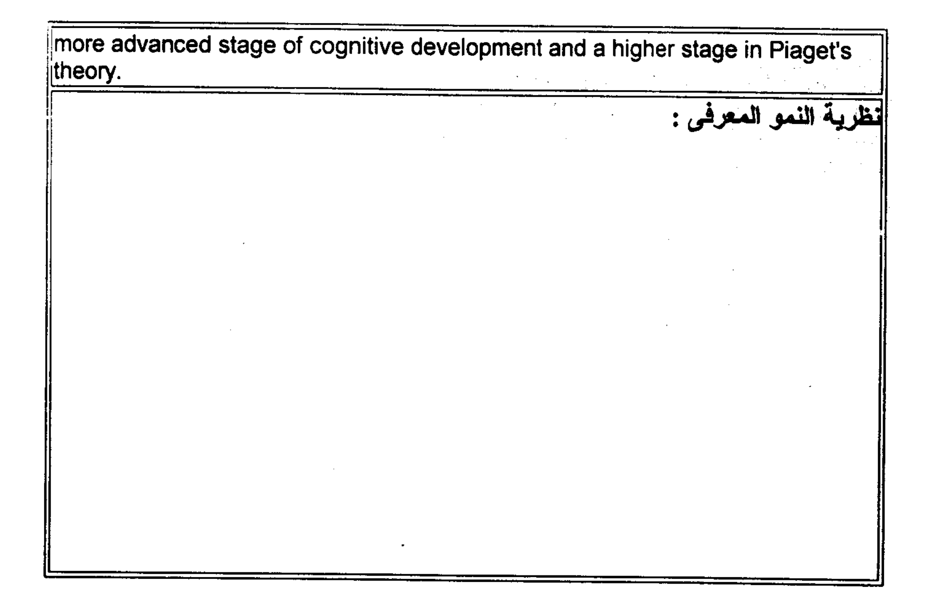
Cognition: All the mental activities associated with thinking, knowing, and remembering. As you can tell, any of your ideas, thoughts, memories, etc., are all types of cognitive processes. What you are doing (reading and learning this explanation) is a type of cognition.

المعرفة:

Cognitive Ability Tests. These tests are designed to measure a person's intelligence and mental ability. Some of the specific areas measured by cognitive ability tests include problem-solving, verbal ability, numerical ability, reasoning, memory, and general intelligence.

اختبار القدرة المعرفية :

Cognitive Developmental Theory: Although there are many different theories of cognitive development, we are referring here to Piaget's Cognitive Development Theory. According to Piaget. His theory of cognitive development is a "stage theory" which has several stages of development, and in each stage of development, children are faced with challenging situations which they must deal with and overcome through increased mental abilities. Once the challenge is successfully dealt in that stage, the children can move on to the next stage of cognitive development. This is similar to Erikson's theory of psychosocial development, but this is a cognitive theory...it's based on cognitive challenges and cognitive advancements by the child which allow them to overcome the challenges. After each new stage is reached, there is a plateau during which the child/person is able to think in new and more advanced ways. For example, an infant can't think in abstract terms like you can because you have reached a

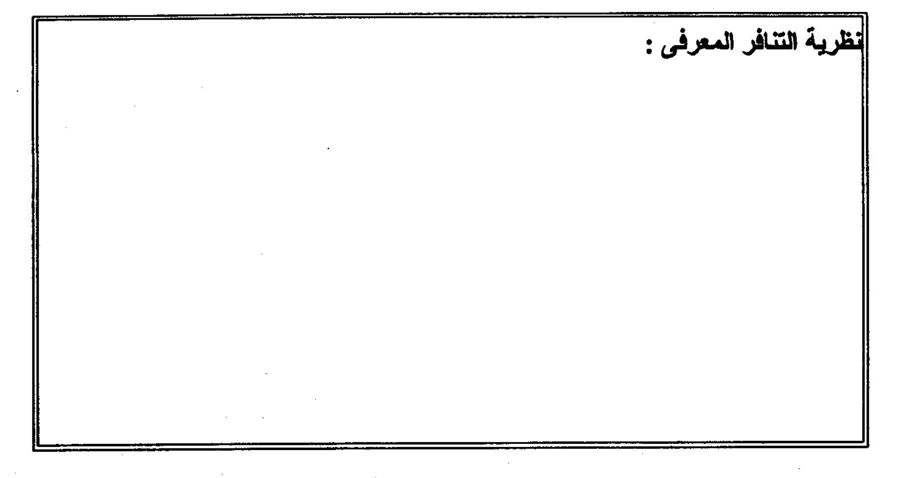


more advanced stage of cognitive development and a higher stage in Piaget's theory.

نظرية النمو المعرفى :

Cognitive Dissonance Theory: Proposed by Festinger, the cognitive dissonance theory asserts that people often have two conflicting or inconsistent cognitions which produce a state of tension or discomfort (also known as "dissonance"). People are then motivated to reduce the dissonance, often in the easiest manner possible. For example, if you are a pacifist, but punched someone, there is inconsistency -- you think you should be passive, but you became angry enough to punch someone -- which would likely produce tension (you would feel discomfort from this - "how could I do this" ..." I don't believe in violence" ...etc.). You may reduce this tension by claiming that you don't believe in violence, EXCEPT in certain circumstances, like this one! In Festinger's classic study of dissonance, people who had engaged in a boring task for along period of time had to tell the next participant who was going to engage in the same task that it was actually a lot of fun (dissonance = telling a lie, but most people do not view themselves as liars). Participants were either paid $1 or $20 for engaging in the boring task. It turned out that people who were paid $1 told the biggest lies - they said the task was great, so much fun, etc...while the people paid $20 said it wasn't so great. Why? How can someone who just did a boring task for along time, and got paid so little for doing it, tell someone else how much fun it was? They change their attitude to actually believe that they DID enjoy the task. The people who received $20 didn't have to justify anything - the task was boring, but you get paid $20, so who cares. There is little or no dissonance in the $20 situation.

نظرية التنافر المعرفى :



Cognitive Map: A cognitive map is a mental representation of the layout of one's environment. It seems that many animals, not just humans, are able to form a mental representation of an environment that they have been in or are currently in. For example, when a friend asks you for directions to your house, you are able to create an image in your mind of the roads, places to turn, landmarks, etc., along the way to your house from your friend's starting point. This representation is the cognitive map.

الخريطة المعرفية:

Cognitive Perspective: The Cognitive Perspective is the psychological viewpoint that the focuses on the how people (and other animals) process, store, and retrieve information and how this information is used to reason and solve problems. Obviously, the part about reasoning is generally reserved for humans, although there is some argument concerning the possibility that other animals also reason and engage in problem-solving behaviors.

المنظور المعرفى :

Cognitive Therapy: Cognitive therapy is a form of therapy developed by Aaron Beck who suggested that our beliefs and perceptions influence our emotional responses to the world around us. According to cognitive therapy, our negative thought patterns (not unconscious conflicts or early life traumas as psychoanalysis suggests) cause depression, anxiety and some other mental disorders. Cogitive Therapy helps patients by making them aware of these beliefs, how they produce so many problems, and then working to change these dysfunctional beliefs.

العلاج المعرفى :

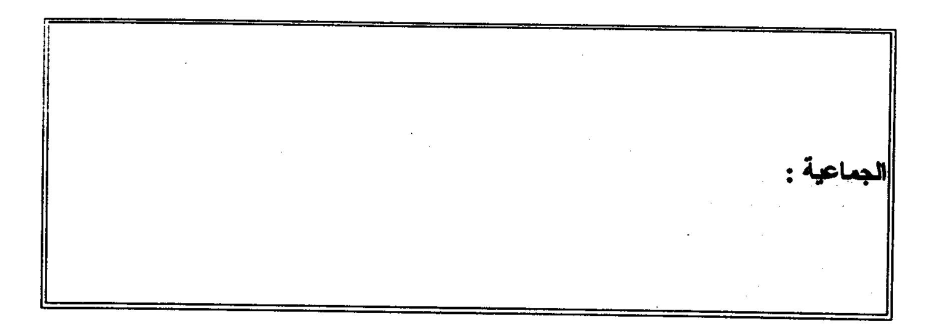
Cohort: Essentially, cohort refers to people who are approximately the same age. When researchers conduct different types of studies (for example, developmental/cross sectional studies), they use cohorts to see how people of different ages compare on some topic at one point in time. For example, a researcher may compare the effects of a new study aid in three different cohorts: 10th graders, 11th graders, and 12th graders. In this way, you can examine the study aid across three different grade levels.

جماعة الأقران :

Collective Unconscious: According to Carl Jung, each person not only has their own unique unconscious mind, but also shares some elements of unconsciousness with all other people. He called this shared unconscious, the collective unconscious. Jung suggested that there are archetypes (images and memories of important human experiences) that are passed down from generation to generation. These archetypes can be common designs, shapes, colors, and figures seen over and over again throughout time. For example, Jung suggested that a rash of disk shaped UFO sightings were related to an archetype of god -- he believed that the disk-shape was an archetype of godlike form and perfection and the rash of sightings was an expression by people who wanted to be saved from destruction by some superhuman force.

اللاشعور الجمعي :

Collectivism: Collectivism is a social psychological term that relates to the manner in which humans identify themselves and prioritize their goals. Collectivism, which is the opposite of individualism, focuses on the priorities of the group and not the individual. In a collectivist society, people identify themselves with the goals of the group much more so than the goals of individuals. Collectivism also focuses on things such as fitting into the group, behaving in ways that are line with social norms, group solidarity, and gaining a sense of identity from being part of the group. America is a more individualistic country (we do value individualism) whereas many Asian countries place a greater value on collectivism.



الجماعية :

Color Constancy: Color constancy is a Gestalt principle of perception that suggests that the context in which an object we are viewing appears in, influences the way we perceive the color of that object. (Wow, is that as wordy and vague as I think??) Here is an example. You are looking at a bowl of fruit, which has in it a bright red apple, bananas, grapes, and some mangos. If you saw only a small portion of the apple, but did not know that it was an apple, the color would appear to change a little as the light changed. However, once you know it is an apple, you will still perceive the color as bright red even when the light changes a little (really).

ثبات اللون:

Community Psychology: This is a branch of applied psychology that deals with mental health and social welfare issues within the community setting. In addition, community psychologists try to involve the community members in proposed solutions to those problems. According to Orford (1992), community psychology is about understanding people within their social worlds and using this understanding to improve people's well-being. Some of the topics addressed include substance abuse and prevention, addressing poverty issues, school failure, community development, risk and protective factors, empowerment, diversity, delinquency, and many more.

علم النفس المجتمعى:

Compliance: A form of social influence in which individuals change their behavior in response to direct requests from others.

المطاوعة:

Componential Intelligence: The ability to think analytically

الذكاء التحليلى:

Concept: A mental grouping of similar things, events, and people that is used to remember and understand what things are, what they mean, and what categories or groups they belong to. For example, if I say to you, "think of a car," the concept, "car" will evoke some ideas in your head about what a car is and what types of characteristics it contains -- does your concept of a car have black tires, two doors, four doors, is it red, white, black, etc.?

مفهوم:

Concrete Operational Stage of Development: Jean Piaget, arguable the most prominent developmental theorist, outlined his perspective about the stages children pass through as they age and develop cognitively. In the concrete operational stage of cognitive development (from about 7 to 12 years of age) children gain the abilities and mental operations that allow them to think logically about concrete events such as mathematical operations and principles, and conservation.

مرحلة العمليات العيانية:

Conditioned Response: In classical conditioning, the conditioned response (CR) is the learned response (reflexive behavior) to a conditioned stimulus (CS). This response is almost identical to the Unconditioned Stimulus except that now the reflexive behavior occurs in response to a conditioned stimulus as opposed to an unconditioned stimulus. For example, a dog salivates (UR) from the smell of a bone (US) naturally, without any conditioning. Once some neutral stimulus (CS) (for example, a "beep" that the dog would not naturally or normally cause the dog to salivate) has been paired with the bone for some time, the dog will salivate (CS) when the "beep" occurs.

الاستجابة الشرطية :

Conditioned Stimulus: In classical conditioning, a formerly neutral stimulus that, after association with an unconditioned stimulus (US), comes to produce a conditioned response. For example, a dog salivates (UR) from the smell of a bone (US) naturally, without any conditioning. Once some neutral stimulus (for example, a "beep" that the dog would not naturally or normally cause the dog to salivate) has been paired with the bone for some time, the dog will salivate (CS) when the "beep" occurs. Once the beep has the capacity to elicit the salivation, it is now considered a conditioned stimulus (CS).

المثير الشرطى:

Conflict: Although conflict is a very common term, in psychology it refers to anytime you have opposing or incompatible actions, objectives, or ideas, you have conflict. Conflicts can be between two people, countries, groups, or even within one person (an internal conflict). Conflicts are problematic and must be addressed in order to have peace, productivity, or harmony.

الصراع:

Confound: Confounding is when a researcher does not control some extraneous variables that may influence the results...the only variable that should influence the results is the variable being studied. If a variable other than the one that is manipulated by the researcher has any affect at all on the measurements, then the study is said to be confounded. This is a very serious problem since the researcher can't really claim that he/she established cause and effect. If the researcher is studying the effect of some pain medication (drug A) on the reduction of pain, but the researcher fails to control for participants taking other medications at the same time, how can the researcher claim that the results are due to the pain medication (drug A) or the other drugs that participants took? When the researcher controls all extraneous variables and can claim that only the variable that was manipulated has any effect on the results, the study is said to have internal validity.

غير قطعى :

Congruence: Carl Rogers stated that the personality is like a triangle made up of the real self, the perceived self, and ideal self. According to Rogers, when there is a good fit between all three components, the person has congruence. This is a healthy state of being and helps people continue to progress toward self-actualization.

التوافق (التطابق)

Connectedness: Connectedness is a sensation and perception term that refers to the perception of uniform or linked spots, lines, or areas as a single unit. When these these forms are linked together or uniform, they simply appear to form a single unit and seem to go together. For example, do you perceive the following as belonging together?: 0-0 0-0 0-0

المتصلية:

Consciousness: Consciousness, many have argued, is what separates humans from other animals. Consciousness refers to our awareness of our own mental processes, such as our thoughts, feelings, and sensations. It is possible that we are the only beings on this planet that have this type of self awareness or level of consciousness and the ability to introspect, or look inward and examine these processes. For example, if you are angry, you can try to understand your anger, why you are angry, what that anger feels like, etc. But can a cat?

الشعور:

Conservation: Conservation is one of Piaget's developmental accomplishments, in which the child understands that changing the form of a substance or object does not change its amount, overall volume, or mass. This accomplishment occurs during the operational stage of development between ages 7 and 11. You can often see the lack of conservation in children when there are, for example, several different sizes of juice on a table, and they chose the glass that is the tallest because they perceive the taller glass as having more juice inside of it (even though the tallest glass may also be the thinnest). All the glasses may have the same amount of juice in them, but children who haven't accomplished conservation will perceive the tall glass as being most full.

التحفظ:

Constancies: Our tendency to perceive physical objects as unchanging despite shifts in the pattern of sensations these objects induce.

الثبات:

Construct Validity: The extent to which a test measures a construct described by a psychological theory .

صدق التكوين:

Constructive Recall: According to schema theory of memory organization (please look up the term "schema" for additional information), long-term memories are stored as parts of schemas (cognitive structures used for organizing information about events). Ulric Neisser suggested that there are times when our memories are distorted by adding or changing some of the details in order to fit with a schema. It is possible to have very accurate memory of the themes of specific events but innacurate accounts of the specific details of the event. We may change or tweak the memory a bit in order that it be more consistent with a schema. In other words, we adjust the memory a little bit so that it is more consistent with some schema we already have.

التذكر البنائى (الصيغى):

Content Validity: Content validity is an important research methodology term that refers to how well a test measures the behavior for which it is intended. For example, let's say your teacher gives you a psychology test on the psychological principles of sleep. The purpose of this test is to measure your knowledge or mastery of the psychological principles of sleep, right? If the test does indeed measure this, then it is said to have content validity -- it measures what it is supposed to measure Or :The extent to which the items on a test sample the skills or knowledge needed for achievement in a given field or task.

صدق المحتوى:

Context: This term refers to the situation or circumstances in which an event occurs...the particular setting in which the event occurs. For example, when attempting to understand behavior, it is important to look at the situation or circumstances present at the time of the behavior. If a person was rude to you, was it because they are simply rude or because of something in the situation? To make a determination, you need to look at the context.

السياق:

Contextual Intelligence: The ability to adapt to a changing environment.

الذكاء السياقي:

Continuity: Continuity is a Gestalt principle of perceptual organization that states people have a tendency to group stimuli into continuous lines and patterns. For example, when you see geese flying south for the winter, they fly in a formation that, to us, looks like a big "V".

الاستمرارية:

Continuous Reinforcement: This is an operant conditioning principle in which an organism is reinforced every single time that organism provides the appropriate operant response. For example, you, as a researcher, might present a food pellet every time the rat presses the lever. One of the biggest dangers when using this type of reinforcement is saturation (the organism basically gets full - you keep feeding it and it no longer wants the reinforcement because it is stuffed), so the idea that giving reinforcement all the time is the best way to teach/learn is not necessarily true.

التعزيز المستمر:

Control Condition (control group): During many experiments, researchers often include treatment groups (the groups that are given the treatment/IV) and a control group, which is identical to the treatment group in every single way except that the control group does not get the treatment/IV. In this way, the researcher can study effect(s) of the treatment thoroughly. For example, if I am studying the effects of 2 different pain medications of headaches, I may give people who have headaches (the treatment groups) either Tylenol or Bayer (these are the levels of the IV). I can then wait one hour and ask participants to rate the level of pain they are experiencing. If the amount of pain in one group goes down significantly more than the other, I may conclude that one medication is more effective than the other in reducing headache pain. However, I can't say that either are more effective than giving nothing at all. Maybe there was a placebo effect, and simply getting a pill made people believe their pain was reduced. So, I could include another group - a control group - which is treated and exposed to everything the other groups are except that they are given a placebo (maybe a sugar pill) instead of either Tylenol or Bayer. (Also see Experimental Condition).

شرط الضبط :

Convergent Thinking: A cognitive process (a mode of critical thinking) in which a person attempts to find a single, correct answer to a problem. This is opposite from divergent thinking in which a person generates many unique, creative responses to a single question or problem.

التفكير التجميعى (التقاربى)

Convergent Validity: Convergent validity refers to the degree to which scores on a test correlate with (or are related to) scores on other tests that are designed to assess the same construct. For example, if scores on a specific form a aggressiveness test are similar to people's scores on other aggressiveness tests, then convergent validity is high (there is a positively correlation between the scores from similar tests of aggressiveness).

الصدق التقاربى:

Conversion Disorder: There are lots of disorders that people often believe are just made up. While I may not necessarily agree with this opinion, conversion disorder doesn't help the clinical perspective. The reason is that conversion disorder is a rare somatoform disorder in which a person has specific, genuine, physical symptoms, but there is no physiological basis for the symptoms; at least there is no physiological basis that can be found.

اضطراب التحول:

Correlation: A correlation is a statistical index used to represent the strength of a relationship between two factors, how much and in what way those factors vary, and how well one factor can predict the other. Using correlations does NOT (I repeat, does not) provide you with cause and effect information; it will not tell you if one factor causes or is caused by the other. This fact was an important component in the court cases against the tobacco companies that occurred in the late 1990's. The studies conducted previously on the effects of smoking indicated a positive correlation between smoking and cancer. This means that the studies found that as the rate of smoking increased, so did the occurrence of cancer; smoking goes up, presence of cancer goes up. BUT, this does not demonstrate that smoking causes cancer (does anyone disagree that it does?), only that there is a relationship between the two factors.

الارتباط:

Correlation Coefficient: This is a measure of the direction (positive or negative) and extent (range of a correlation coefficient is from -1 to +1) of the relationship between two sets of scores. Scores with a positive correlation coefficient go up and down together (as with smoking and cancer). A negative correlation coefficient indicates that as one score increases, the other score decreases (as in the relationship between self-esteem and depression; as self-esteem increases, the rate of depression decreases).

معامل الارتباط:

Counseling Psychology: The branch of psychology that focuses on personal problems not classified as serious mental disorders, such as academic, social, or vocational difficulties of students. This is similar to clinical psychology, except that most of the issues addressed by counseling psychologists are less "serious". For example, a clinical psychologist would be more likely to deal with schizophrenia and other "serious" psychological disorders than a counseling psychologist.

علم النفس الارشادى:

Counterbalance: Counterbalancing is a type of experimental design in which all possible orders of presenting the variables are included. For example, if you have two groups of participants (group 1 and group 2) and two levels of an independent variable (level 1 and level 2), you would present one possible order (group 1 gets level 1 while group 2 gets level 2) first and then present the opposite order (group 1 gets level 2 while group 2 gets level 1). This way you can measure the effects in all possible situations. Obviously there are limitations with this procedure as not all studies can be designed this way and as you increase the number of variables, conditions, etc., it just becomes logistically problematic.

التوازن المتبادل :

Creativity: This is a simple one that you probably already know, but here it is anyway. Creativity is the ability to produce new ideas. Some definitions also state that ideas created should be valuable, but I'm not convinced this is accurate. The reason I say this because the term "valuable" is subjective and varies according to situations such as culture and social values. But, the "valuable" aspect is included in some definitions so I wanted to make sure it's mentioned here.

الابداعية:

Criterion: When you take a test or create a test, what is it that the test is designed to measure? Regardless of what the "that" may be (future performance, intelligence, aptitude, etc), it is the criterion. For example, if you are trying to predict how a person will perform in school, you may try to predict grades (the behavior) using a predictive test (such as the SAT). But does that mean that a test is valid? Hmmmm, if you are not sure, you better look up validity and reliability.

محك:

Critical Thinking: Some people say I'm argumentative, opinionated, even a pain in the ass. I like to think I am a critical thinker. Being a critical thinker (and thus the meaning of critical thinking) means that you do not simply accept arguments or perspectives that are presented to you blindly. Instead, you think about things carefully, consider different aspects of the arguments, evaluate the merits, and generally make more in depth conclusions. Okay, maybe I'm a pain in the ass, but that IS the definition of critical thinking.

تفكير نقدى :

Cross-Sectional Study: A cross-sectional study is one type of study in which people of different ages are examined at the same time(s). This is usually done with cohorts, so that researchers can examine how people of different ages perform, behave, or respond to a particular function. For example, a researcher may give one type of test to children in the 3rd, 4th, and 5th grades, to examine the differences in performance across these age groups.

دراسة مستعرضة:

Crystallized Intelligence: The amount of information you obtain and the verbal skills you develop over time. Together these elements form your crystallized intelligence. One argument that many people have offered against tests such as the SAT is that, although the creators and supports claim that the SAT is designed to measure potential, that it in fact measures crystallized intelligence, which is not predictive, but achievement.

الذكاء البلورى :

Culture: Culture is the set of ideas, behaviors, attitudes, and traditions that exist within large groups of people (usually of a common religion, family, or something similar). These ideas, behaviors, traditions, etc. are passed on from one generation to the next and are typically resistant to change over time. Cultures vary widely not only across the world, but even right next door. For example, if you live in America and then visit different areas of Europe, you may notice that people often get closer to each other physically in social settings - tables are often closer together at restaurants, people stand closer to each other when they speak, etc. These are examples of cultural differences.

ثقافة:

Data: Data are sets of numbers or pieces of information obtained during research studies. Data may be either qualitative (categorical and usually non-numerical) or quantitative (numerical) in nature, but in general, data are numerical pieces of information.

بيانات:

Decibel: This is simply a measure of sound intensity. When you are at the Smashing Pumpkins concert, standing next to the speakers, banging your head, the volume of the music is measured in decibels. The higher the decibels, the louder the music and the higher the decibel level, the more likely it is to cause damage to your auditory system....What did you say?

ديسيبل(وحدة قياس شدة الصوت)

Declarative Memory: Declarative memory, also known as explicit memory, is a type of long-term memory in which we store memories of fact. In addition, declarative memory is divided further into semantic and episodic memories (please look those up for complete definitions). So, if you have memories of things such as when Columbus sailed to America or what day and time your baby brother was born, you have declarative memories.

الذاكرة التفصيلية(الصريحة):

Defense Mechanism: A defense mechanism is a way for the mind to protect us from being consciously aware of thoughts or feelings that are too difficult to tolerate. Since the thought or feeling is too difficult to tolerate the defense mechanism only allows the unconscious thought or feeling to be expressed indirectly in some type of disguised form. Doing this allows us to reduce anxiety that is caused by the unconscious thought or feeling.

The concept of the defense mechanism was popularized by Freud and the psychoanalytic perspective. There are several different types of defense mechanisms including repression, regression, denial (my personal favorite), projection, compensation, sublimation, reaction formation, rationalization, and hallucination. To find additional information about defense mechanisms go to: http://scholars.nus.edu.sg/landow/victorian/science/freud/defense_mechanisms.htm

حيلة دفاع:

Déjà Vu: From French, literally meaning "already seen,' Déjà vu is that eerie sense of "I've experienced this before." This may occur from the current situation producing some clues that may subconsciously trigger retrieval of an earlier experience.. As Yogi Berra said, "It's like deja vu all over again."

شعور بتذكر خبرة لم تقع :

Delta Wave: A delta wave is a type of brain wave that is large (high amplitude) and slow (low frequency), and is most often associated with slow wave sleep (stages 3 and 4; often referred to as deep sleep). Delta waves, like other brain waves, are measured using an electro-encephalogram (EEG).

Delusions: People with certain psychological disorders (or those having a psychotic episode), such as schizophrenia, may demonstrate delusions, or false beliefs, often of persecution or grandeur. For example, a schizophrenic may insist they he is a great football player who has won many awards and has been the hero of many games, even though in reality, he was never even been on a football team.

ضلالات :

موجات دلتا:

Denial: Denial is a defense mechanism in which a person unconsciously rejects thoughts, feelins, needs, wishes, or external realities that they would not be able to deal with if they got into the conscious mind. For example, when people are told that they have a terminal illness and are going to die in a short period of time, the news can be so overwhelming that they enter into a state of denial--they refuse (on every level) to accept that they are going to die soon because it is much too painful to handle.

الانكار:

Dependent Variable (DV): In an experiment there are two variables; the independent variable (IV) and the dependent variable (DV). In the most basic sense, you need two variables because as a researcher, you want to be able to examine if something (a drug, a therapy, a teaching technique, whatever) has an effect on some participant (person, people, animals, etc.). To accomplish this, you not only need something to examine (and manipulate - this is the IV), but also something to measure the effect the IV has (this is the DV). Thus, we can define the DV as the variable that is being measured. It is this variable that we, as the researchers, look at for change. IF there is a change, we may conclude that the IV affected the DV. The ultimate here is to establish that the IV caused the change in the DV (this is the magical "cause-effect" relationship).

المتغير التابع:

Depressive Realism: Depressive Realism is the tendency for mildly depressed people to make judgments that are typically more accurate than people who are not depressed. Those who are not depressed often make judgments and attributions that are self-serving. For example, if you did well on a psychology test you might say that you did so because you're a genius and know everything about psychology. This would be a pretty self-serving attribution, wouldn't you say? But a mildly depressed person who got an A might make a more accurate attribution such as saying it was not because she is a genius, but because she studied well or the test was particularly easy. Your way might make you feel better, but it also might be less accurate.

الواقعية المثيرة للكآبة :

Depth Perception: Depth perception is the ability to judge the distances of objects, which also allows us to see them in three dimensions. Obviously, images that strike the retina are two dimensional, but because our visual systems have the capacity to interpret stimuli in terms of relative depth, we see these objects not as flat, but as having some depth.

ادراك العمق :

Descriptive Statistics: Descriptive statistics are used by researchers to summarize and "describe" data found during research. Typically researchers deal with lots of data and descriptive statistics provide a way for the researchers to summarize the main properties of a large group of data into just a few numbers. This lets the researcher show what the data are without tons and tons of numbers. Some examples of descriptive statistics are frequency distributions, measures of center (i.e., mean, median, mode), range, and standard deviation. (This is not a complete list of descriptive stats)

الاحصاء الوصفى :

Developmental Psychology: Developmental psychology is the branch of psychology that studies physical, cognitive, and social change of humans throughout their life cycle. Some argue that developmental psychologists study changes over time which all psychologists study, not just developmentalists. However, the difference is that the topics studied by developmental psychologists revolve around the maturation and aging process; what affects it and what it affects. For example, a developmental psychologist and myself may each conduct a study addressing how children of different ages perform on a particular test. The developmental Psychologist would be concerned with the differences between the age groups, why they performed differently, what developmental issues may be the causal factors in the differences, etc., while I may explain the differences in terms of the test, not the developmental differences of the children (i.e., the test is age appropriate, can we use it on people of other ages, what does having an age difference mean on whatever the test actually measured, etc.).

علم النفس التطورى(النمائى):

Difference Threshold: The difference threshold, also known as the just noticeable difference (jnd), is the minimum difference in stimulation that a person can detect 50 percent of the time. We experience the difference threshold as a just noticeable difference. For example, let's say I asked you to put your hand out and in it I placed a pile of sand. Then, I add tiny amounts of sand to your hand and ask you to tell me when you notice any change in the overall weight. As soon as you can detect any change in the weight, that difference between the weight of the sand before I added that last bit of sand and the amount of sand after I added it, is the difference threshold.

Differential Psychology: This is the field of psychology established by Galton, that studies all the behavioral and cognitive differences between people including individual differences in personality, intellect, and physical characteristics.

علم النفس الفارقى(الفروق الفردية):

العتبة الفارقة :

Discriminant Validity: Discriminant validity is the degree to which scores on a test *do not* correlated with scores from other tests that *are not* designed to assess the same construct. For example, if discriminant validity is high, scores on a test designed to assess aggressiveness should not be positively correlated with scores from tests designed to assess intelligence.

الصدق التمييزى:

Discrimination: Discrimination is a term that is used in both classical and operant conditioning. In classical conditioning, it refers to an ability to distinguish between a conditioned stimulus (CS) and other, similar stimuli that don't signal an unconditioned stimulus (US). For example, if Pavlov's dog had developed discrimination, it would have salivated to the tone that had been paired with the delivery of the meat powder, and not a similar tone with a slightly different pitch. In operant conditioning, the definition is essentially the same, but here the organism discriminates between a learned, voluntary response and an irrelevant, non-learned response. For example, a dog that has learned to sit when a person says "sit" in order to receive a treat, but the dog does not sit when a person says "bit".

التمييز:

Displacement: According to Freudian in psychoanalytic theory, displacement is when a person shifts his/her impulses from an unacceptable target to a more acceptable or less threatening target. For example, if you are very angry at your teacher because you did poorly on a test and think the reason for your poor performance is because the teacher asked tricky, unfair questions, you may become angry at your teacher. But, you obviously can't yell at your teacher (really, you can't!), hit your teacher, or express your angry in any other hostile way toward the teacher, so you go home and "displace" your anger by punching your little brother instead.

الازاحة:

Distress: This term refers to the "bad" type of stress (the opposite of Eustress), and occurs when we have excessive adaptive demands placed upon us. This occurs when the demands upon us are so great that they lead to bodily and mental damage. Distress is damaging, excessive or pathogenic (disease producing) stress.

الكرب:

Divergent Thinking: A cognitive process (a mode of critical thinking) in which a person generates many unique, creative responses to a single question or problem. This is different from convergent thinking which attempts to find a single, correct answer to a problem.

التفكير التفريعى:

Down Syndrome: Down syndrome is a condition of mental retardation and associated physical disorders caused by an extra chromosome. Each person has 23 pairs of chromosomes, one pair from each parent. A person with down syndrome has a 3rd chromosome on the 21st pair. The results are both mental

and physical, and often include small eyes, and hands, protruding tongues, short necks and fingers. There are all different levels of the disorder, and the probability of a child being born with it increases as the mother's age increases; this is especially true as the mother becomes middle aged.

متلازمة(زملة أعراض) داون :

Drive: An aroused state of psychological tension that typically arises from a need. A drive, such as hunger or thirst, motivates the organism to act in ways that will reduce the tension. So, for example, when you become hungry (tension caused by need for food) you are motivated to eat (method of reducing the tension).

الدافع:

Drive Reduction Theory: How do you know when it is time to get a glass of water? You know because you get this feeling of being thirsty which motivates you to reduce the thirst by drinking water. This is what happens according to drive reduction theory. According to this theory, some physiological need (need for water) occurs that creates a state of tension (you feel thirsty) which in turn motivates you to reduce the tension or satisfy the need (drink water).

نظرية خفض الدافع:

DSM-IV: DSM-IV stands for the title of the book, Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition). This book is published by the American Psychological Association and is the primary book used in diagnosing psychological problems. You can think of this book as the "guide" for diagnosing psychological disorders used by clinical psychologists, counselors, and therapists. The DSM-IV has all the definitions of disorders, criteria for diagnosis, etc.

الدليل التشخيصى الاحصائى الرابع :

Dysphoria: Dysphoria is a psychological state that causes someone to experience feelings of anxiety, restlessness, and depression. This is not necessarily a diagnosible disorder like schizophrenia or something else that would be identified in the DSM-IV, but it is more of a state of being.

Dysthymia: Dysthymia is a chronic type of depression that occurs on most days and lasts for a period of 2 or more years. In children and adolescents, mood can be irritable and duration must be at least 1 year. Also, the person has to display at least two of the following symptoms during the 2 year period: poor appetite or overeating, insomnia or hypersomnia, low energy or fatigue, low self-esteem, poor concentration or difficulty making decisions, or feelings of hopelessness.

الاكتئاب المزمن:

العكننة(الانهباط)

Echoic Memory: Humans remember sounds and words in slightly different ways. Memory for sound is referred to as echoic memories, which can be defined as very brief sensory memory of some auditory stimuli. Typically

echoic memories are stored for slightly longer periods of time than iconic memories (visual memories). Echoic and iconic memories are sensory memories, not types of long-term memory, and thus are very temporary and fade quickly.

الذاكرة الصدوية:

Ecological Validity: Ecological Validity is the degree to which the behaviors observed and recorded in a study reflect the behaviors that actually occur in natural settings. In addition, ecological validity is associated with "generalizability". Essentially this is the extent to which findings (from a study) can be generalized (or extended) to the "real world". In virtually all studies there is a trade-off between experimental control and ecological validity. The more control psychologists exert in a study, typically the less ecological validity and thus, the less they may be able to generalize. For example, when we take people out of their natural environment and study them in the lab, we are exerting some control over them and, as a result, possibly limiting how much we can generalize the findings to all people in natural settings.

الصدق البيئى:

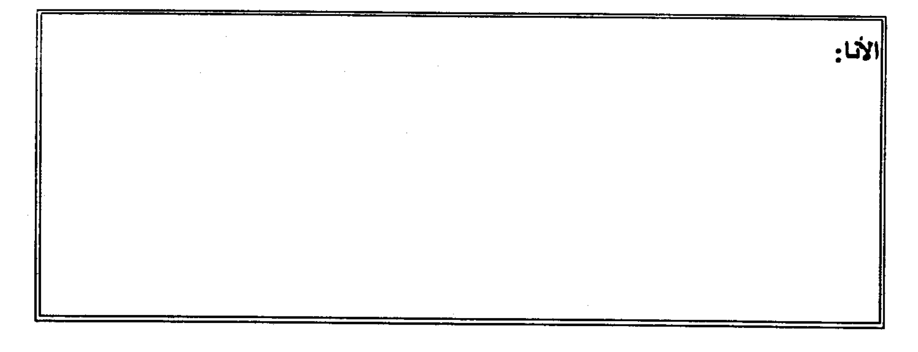
Effect Size: This is a statistical term that refers to the size of a relationship between two variable. Sometimes effect size is known as treatment effect because it is often used when dealing with therapeutic intervantions (ie., this treatment is shown to be more effective than another at treating a specific disorder).

حجم التأير :

Effortful Processing: Effortful processing is just as the name implies; learning or storing (encoding) that requires attention and effort. We have the capacity to remember lots of things without putting forth any effort. However, there are lots of times when we must practice, rehearse, and try to remember things. When we engage in any technique to help remember information better, we are engaging in effortful processing.

المعالجة المجهدة:

Ego: According to Freud, the ego is the part of personality that helps us deal with reality by mediating between the demands of the id, superego, and the environment. The ego prevents us from acting on every urge we have (produced by the id) and being so morally driven that we can't function properly. The ego works according to the reality principle which helps us direct our unacceptable sexual and aggressive urges to more acceptable targets. For example, when you walk down the street and see an extremely attractive person, the ego, working on the reality principle, helps us realize that it is not socially acceptable to cross the street, grab the person, and have sex with them. Instead, the ego tells us that there will be other, more appropriate people, places, and times to fulfill these needs.



الأنا:

Ego Strength: We all have an ego. And your ego has the ability to deal with reality and stress differently than my ego, your mother's ego, or anyone else's ego. To that extent your ego is able to do all of this, maintain emotional stability, and deal with stress is your "ego strength". In a clinical setting (when dealing with psychological disorders) we can say that ego-strength is a person's capacity to maintain his/her own identity despite psychological pain, distress, turmoil and conflict between internal forces as well as the demands of reality.

قوة الأنا:

Egocentrism: According to Jean Piaget and his theory of cognitive development, egocentrism is an inability on the part of a child in the preoperational stage of development to any point of view other than their own. For example, little Suzy gets a phone call from her father, who asks little Suzy if Mommy is home. Instead of saying, "yes", little Suzy nods her head. Her father, hearing no response, asks again, to which little Suzy again nods her head. What little Suzy fails to appreciate is that her father is unable to see her nodding. Little Suzy can only take her own perspective - "I am nodding my head yes, why do you keep asking me this question?"

التمركز على الأنا:

Eidetic Imagery: This is the ability to retain images in memory that aree almost perfect photographic quality. The memories have great detail (much more than normal memories) and can be maintained in memory for a period of minutes.

التصور الذهنى التخيلى:

Electroencephalogram (EEG): An electroencephalogram (EEG) is a recording of the electrical waves of activity that occur in the brain, and across its surface. Electrodes are placed on different areas of a person's scalp, filled with a conductive gel, and then plugged into a recording device. The brain waves are then attracted by the electrodes, travel to the recording device and then amplified so that they can be more easily seen and examined. The EEG recording can be used to examine a variety of brain functions including sleep (the different stages of sleep) and different psychological disorders.

التخطيط الكهربائى للدماغ:

Embryo: In human development, we call an organism in the early, prenatal stage from about 2 weeks to 2 months after fertilization an embryo. The embryonic stage makes up the majority of the first trimester and is a critical stage for "normal" cognitive and physical development. In addition, the unborn baby is particularly susceptible to health problems (less able to protect itself from illness and every little thing can have sever consequences down the line - much more so than in other stages).

الجنين:

Emotion: Most people have little problem recognizing and identifying when we are having an emotion. However, emotion is one of the most difficult concepts in Psychology to define. In fact, emotion is such a difficult concept to define adequately that there are at least 90 different definitions of emotions in the scientific literature. A simple definition of emotion is that it is a response by a whole organism, involving (1) physical arousal, (2) expressive behaviors, and (3) conscious experience.

الوجدان :

Empathy: Empathy is an ability to understand and feel what another person is
ot in a physical sense, but in an emotional sense. The expression, "put yourself in
else's shoes" is actually a description of empathy. Therapists are usually trained
e empathetic so that they can have more of an appreciation for what their clients
encing. This helps them understand their client's situation, perspective, and
much better.

التعاطف:

Empiricism: The Philosophical school of thought that real knowledge comes from the senses. This formed the basis for the foundation of modern science - the reliance on empirical evidence, or evidence that is observable. You have probably heard the expression, "empirical data" before...it is referring to any data that are observable through the senses.

التجريبية:

Encoding: Any information which we sense and subsequently attempt to process, store, and later retrieve must be brought in through one of the senses and then transformed into some form that our bodies and minds understand. The process of breaking the information down into a form we understand is the process of encoding (and we later "decode" the information to recall it). But the process of getting into the memory system for storage and later retrieval is encoding.

الترميز:

Episodic Memory: Episodic memory is the type of long-term, declarative memory in which we store memories of personal experiences that are tied to particular times and places. For example, if you are having a conversation with a friend and you tell your friend, "last night I went to a 9:00 movie..." you are recalling information stored in episodic memory. This type of memory is often what comprises eye-witness testimony and is especially susceptible to subsequent events like questioning, reading the newspaper, talking to others about the event, etc.

الذاكرة الاستطرادية:

Equilibrium: Equilibrium is an organism's sense of body movement and position, including their sense of balance. Equilibrium is affected by many things, including the functioning of the components in the middle ear, alcohol, and drugs. Too much alcohol can produce that wonderful feeling of "bed spins" - this essentially is a loss of equilibrium.

التوازن:

Eros: According to Freud humans have a death instinct (thanatos) and a life instinct, called eros. This life instinct is important as it promotes behaviors that help us survive. A prime example of life instinct is sex - can you think of

something that promotes life more than sex?

غريزة الحياة:

Estrogen: Estrogen is one of the sex hormones that is necessary for proper female reproductive functioning as well as the development of secondary female characteristics like breasts, less facial hair than men, etc. In nonhuman female mammals, estrogen levels peak during ovulation, which produces increased sexual receptivity (i.e., females mammals are more receptive to sex during this phase).

هرمون ال" استروجين":

Ethnocentrism: Ethnocentrism is a belief that your society, group, or culture is superior to all others. Very often this means that differences in groups (e.g., your group has more old people than ours) are seen as somehow bad.

التعصب العنصرى(العرقى):

Ethogram: Comprehensive compilation or inventory of the behavioral patterns exhibited by a species. The goal is to provide as complete and specific a catalogue of behaviors as possible.

قائمة نماذج سلوك النوع:

Eustress: This is the "good" type of stress (opposite of Distress) and refers to the optimal amount of stress which helps promote health and growth. Many times stressful events push us to perform to higher levels and excel....this is eustress.

الانضغاط البناء (الايجابى):

Evolutionary Psychology: According to the Center for Evolutionary Psychology, Evolutionary Psychology is "an approach to psychology, in which knowledge and principles from evolutionary biology are put to use in research on the structure of the human mind. It is not an area of study, like vision, reasoning, or social behavior. It is a way of thinking about psychology that can be applied to any topic within it. In this view, the mind is a set of information-processing machines that were designed by natural selection to solve adaptive problems faced by our hunter-gatherer ancestors." As such, this field really examines natural selection and how it favors behaviors that help keep a species going from one generation to the next.

علم النفس التطورى:

Existentialism: A 20th century traditional philosophy that focuses on the an individual person is supposed to find their "authentic existence" in the world as they face choices and decisions in daily life. At the heart of this view is the perspective that people have free will and freedom of choice to make these daily decisions.

الوجودية:

Experiment: One type of research method in which the investigator manipulates one or more independent variables (IV) to determine the effect(s) on some behavior (the dependent variable) while controlling other relevant factors. There are two types of experiments, the true experiment and the quasi experiment. A true experiment occurs when the investigator does two things: 1) randomly assigns participants to groups (e.g., experimental and control); and 2) manipulates at least one IV. A quasi experiment is almost the same, except now there is no random assignment of participants to groups; only manipulation of the IV. In order to reach "cause and effect" conclusions about the effect of the IV on the DV, you must use a true experiment.

Experimental Condition: To determine what effect an independent variable (IV) or treatment may have on some measure, it is necessary to present that IV to members of a group or condition. The participants who are presented the IV are considered the experimental condition. For example, if I am studying the effects of 2 different pain medications of headaches, I may give people who have headaches either Tylenol or Bayer (the treatment groups; thus in this example there are two levels of the IV; one level is Tylenol, the other is Bayer, but both are part of the experimental condition). I can then wait one hour and ask participants to rate the level of pain they are experiencing (this would be the dependent variable or measure). If the amount of pain in one group goes down significantly more than the other, I may conclude that one medication is more effective than the other in reducing headache pain.

الشرط(الظرف) التجريبى:

التجريب:

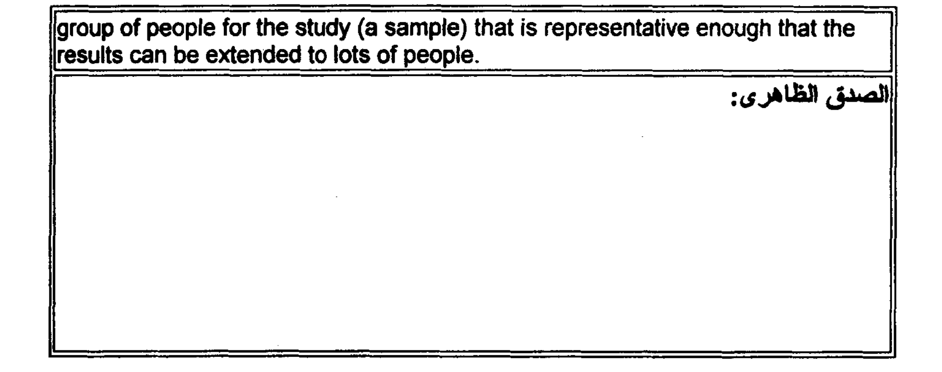
Explicit Memory: Explicit memory, also known as declarative memory is a type of long-term memory in which we store memories of fact. In addition, explicit memory is divided further into semantic and episodic memories (please look those up for complete definitions). So, if you have memories of things such as when Columbus sailed to America or what day and time your baby brother was born, you have explicit memories.

الذاكرة الواضحة:

External Locus of Control: A person with an external locus of control is more likely to believe that his or her fate is determined by chance or outside forces that are beyond their own personal control. This strategy can be healthy sometimes. Like when dealing with failure or disaster, but can also be harmful in that it can lead to feeling of helplessness and loss of personal control.

وجهة الضبط الخارجية:

External Validity: This refers to the extent to which the results of a study can be generalized or extended to others. For example, if a study on a drug is only conducted on white, middle aged, overweight, women with diabetes, can the results of the study be generalized to the rest of the population? Are the results only valid to the population studied? Researchers go to great lengths to select a



group of people for the study (a sample) that is representative enough that the results can be extended to lots of people.

الصدق الظاهرى:

Extinction: Extinction is from conditioning and refers to the reduction of some response that the organism currently or previously produced. In classical conditioning this results from the unconditioned stimulus NOT occurring after the conditioned stimulus is presented over time. In operant conditioning it results from some response by the organism no longer being reinforced (for example, you keep getting your dog to sit on command, but you stop giving it a treat or any other type of reinforcement. Over time, the dog may not sit every time you give the command).

الانطفاء:

Extraneous Variable: As we all know by now, psychologists like to control things -- in particular, we like to establish as much control as possible when conducting experiments. After all, what's the point of conducting the experiment if in the end we can't really say that the results are due to the variables we are studying? For example, if I want to study the effect of some new therapy to reduce blood pressure (an issue related to stress) wouldn't it be important to make sure that during the experiment I control as many other factors that are NOT part of the therapy so that in the end I can say that the results are due to the therapy and not, for example, me screaming at some participants during testing? Any factor or variable that causes an effect (or potential affects) other than the variable being studied is considered an

extraneous variable.
المتغير الدخيل:

Extrinsic Motivation: Why do you work, go to class, or study for a test? Do you do it because you want to money, a degree, and good grades? If so, you are extrinsically motivated - motivated to perform specific behaviors to achieve promised outside rewards or to avoid punishment from others. You are not working at a job because you get a great feeling of personal satisfaction from it or because it makes you feel good about yourself (that you are a good person), but rather to gain some kind of reward. We are not saying there is anything wrong with this. We are only trying to explain the concept to you.
الدافعية الخارجية:

Factor Analysis: Okay, we know how most students feel about statistics, so we will make this as quick and painless as possible. Factor analysis is a type of statistical procedure that is conducted to identify clusters or groups of related items (called factors) on a test. For example, when you take a multiple choice Introductory Psychology test, a factor analysis can be done to see what types of questions you did best on and worst on (maybe they did best on factual types of questions but really poorly on conceptual types of questions). That wasn't too bad was it?

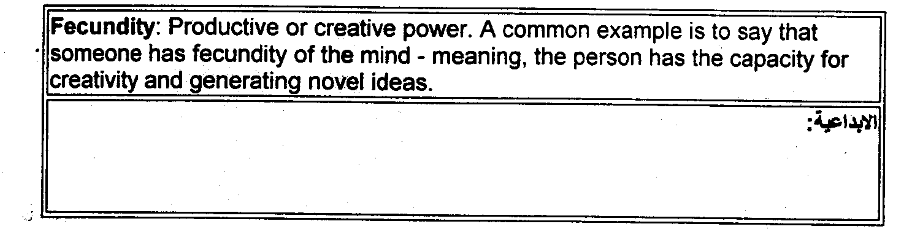
التحليل العاملى:

Family Therapy: Family therapy is a type of therapy in which members of a family are treated. They may not be in the same room at the same time, but the members of the family are all counseled to encourage all members to partake in open communication and healing. For example, when parents are having problems with a child, they may all go to therapy together so that parents can learn about their child's feelings and in turn, the child can learn about his or her parents' feelings. This promotes understanding and empathy that is often the cause of communication problems.

العلاج العائلى:

Feature Detectors: The ability to detect certain types of stimuli, like movements, shape, and angles, requires specialized cells in the brain called feature detectors. Without these, it would be difficult, if not impossible, to detect a round object, like a baseball, hurdling toward you at 90 miles per hour.

مستقبلات الهيئة :



Fecundity: Productive or creative power. A common example is to say that someone has fecundity of the mind - meaning, the person has the capacity for creativity and generating novel ideas.

الابداعية:

Feel-Good, Do-Good Phenomenon: When do you help other people? According to this theory, you are more likely to help other people when you are already in a good mood. So, if you just got an "A" on the big exam and a friend just gave you a great gift, you are more likely to help someone else that you might not if you weren't in such a good mood.

ظاهرة " شعورك طيب ، فعلك طيب "

Figure-Ground: The Gestalt Psychologists studied all sorts of perceptual organization--the ways that humans organize information about what they see, hear, etc. What they found was that there are two main visual components necessary for a person to see an object properly; a figure (the object) and the ground (the background or surroundings in which the object occurs). Thus, when you look at a picture on a wall, the picture is the figure and you can distinguish it clearly from its surroundings, the wall (ground).

الشكل والأرضية :

Fixation: This term has several different meanings in psychology. Fixation has a long history in Freudian and clinical psychology, and refers to when a person is "stuck" in one stage of psychosexual development. For example, if a person

does not get through the oral stage of development properly, then Freud would say that the person is fixated in the oral stage and will continue to seek oral pleasures, and will not be able to progress to the next stage of development until the oral issues are resolved. Fixation also refers to an inability to adopt any different or new perspective on a problem. It is similar to fixation in the Freudian sense except that here it is not necessarily referring to psychosexual development.

التثبيت:

Flashbulb Memory: The sudden onset of a clear memory of an emotionally significant moment or event. When you are trying to remember something and then it "all of a sudden comes to you", you have experienced a flash bulb memory. It is like turning on a light.

الذاكرة الوميضية:

Fluid Intelligence: There are two main type of intelligence, crystallized intelligence and fluid intelligence. Fluid intelligence is your ability to reason in an abstract way. For example, if I asked you to come up with as many different possible uses for a tire, you would have to use very abstract reasoning – think about what a tire is, the different types, the sizes, etc., then go through cognitive lists of situations, uses, and much more. One unfortunate problem with this type of reasoning is that it tends to decrease during later adulthood.

الذكاء السائل(المرن):

Forensic Psychology: Is there a better source for information about forensic psychology than the Academy of Forensic Psychology? We don't think there is, so we're using their definition here: Forensic Psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. The word "forensic" comes from the Latin word "forensis," meaning "of the forum," where the law courts of ancient Rome were held. Today forensic refers to the application of scientific principles and practices to the adversary process where specially knowledgeable scientists play a role.

علم النفس الشرعى:

Formal Operational Stage: According to Piaget's theory of cognitive development, when a person gets to be approximately age 12, they acquire the ability to think logically about abstract concepts. They can extrapolate about events that occurred at different times (does not have to be occurring right then and there), think about people that are not there, etc.
مرحلة العمليات المجردة :

Free Association: Quick, say whatever comes to your mind when I say the word "marriage". Don't limit or try to evaluate your responses, just say everything that pops into your head. This process is a Freudian (psychoanalytic) method of exploring the unconscious in which the person relaxes and says whatever comes to mind, no matter how trivial or embarrassing.
التداعى الحر:

Frequency Distribution: Frequency distribution is a simple (basic, not necessarily easy) type of statistic that people often make into a much bigger deal than it really is. Let's say you are in a class with 100 people, and you have just taken a test. The teacher then tells you that on the test, there were 20 "A"s, 25 "B"s, 35 "C"s, 15 "D"s, and 5 "F"s. What the teacher has just given you is a frequency distribution; a breakdown of how all the scores fell into the different categories or ranges that the overall score was broken into.
التوزيع التكرارى:

Frontal Lobes: A region of the cerebral cortex at the front of the brain (lying just behind the forehead) that is necessary for motor control and more complex

high-end functioning like speech, decision making, and judgments.

الفصوص الجبهية :

Frustration-Aggression Theory: First, we need to explain frustration (not that we don't all already know what this is). Frustration is a feeling of tension that occurs when our efforts to reach some goal are blocked. When this occurs, it can produce feelings of anger, which in turn can generate feelings of aggression and aggressive behavior. This theory has been utilized to explain a lot of violent behavior over time. For example, some have stated that people who become frustrated with their jobs because they don't like their work, can't get the raise they want, etc., but can't take out their aggressions at work (can't yell at the boss, can't punch annoying co-workers), will redirect this frustration and act aggressively toward others (like a husband, wife, children, etc.).

نظرية الاحباط – العدوان :

Functional Fixedness: People are often very limited in the ways they think about objects, concepts, and people. When something is thought of only in terms of its functionality, then the person is demonstrating functional fixedness. This type of thinking is narrow and limited, often inhibiting the problem solving process.

التثبيت الوظيفى:

Functionalism: Functionalism was the psychological school of thought that followed Structuralism and moved away from focusing on the structure of the mind to a concern with how the conscious is related to behavior... How does the mind affect what people do? One of the major proponents of Functionalism was Thorndike (created the ever-popular puzzle box) who studied the primary issue of functionalism...WHAT FUNCTION DOES A BEHAVIOR HAVE. In addition, this school of thought focused on observable events as opposed to unobservable events (like what goes on in someone's mind).

الوظيفية:

Fundamental Attribution Error: Imagine this situation, you are at school and someone you know comes by, you say hello, and this person just gives you a quick, unfriendly "hello" and then walks away. How would you attribute this situation – why did this person act this way? If you react to this situation by saying the person is a "jerk" or an "ass", then you have made the fundamental attribution error, the tendency for an observer, when interpreting and explaining the behavior of another person (the actor), to underestimate the situation and to overestimate the personal disposition. Maybe the person was having the worst day of their life, just found out a loved one died, failed a test and was feeling devastated, etc. In this case, the situation may have caused them to act in a way that was different than their normal happy self. But, you, as a normal observer, would instead attribute their behavior to them as a person...acted that way because that is the type of person they are.

الخطأ الأساسى للعزو:

Gender: Definitions of masculinity and femininity that are determined by ones culture. Therefore, the definitions of male and female can change across countries, societies, and subcultures. Together, all of these socially defined expectations make up the gender roles for masculinity and femininity. An example of gender: A tribe in New Guinea may define masculinity according to the number of elk that a tribesman has killed, while in America some might define masculinity according to how much money one makes or how much weight one can lift. (Note: as small, weak, and poor people, we here at AlleyDog.com do not ascribe to this definition of masculinity!)
النوع:

Gender Identity: Gender identity is one's own perception or sense of being male or female. Please do not confuse this with sexual orientation (as heterosexual or homosexual) or the strength of one's gender-typing; it is just a person's own knowledge and feelings of being a male or female.
هوية النوع:

Gender Role: Do you believe that you are supposed to act certain ways and do certain things because you are a man or a woman? Gender role is a set of expectations held by society about the ways in which men and women are supposed to behave based on their gender. For example, my wife once told me that I should cut the lawn because that is "the man's job." Although she was kidding (I think) this is an example of an expectation held because of gender. Remember, these are dependent on the culture/society and can change over time.

دور النوع:

Gender Schema Theory: A theory of gender development that combines social learning and cognitive learning theory. Thus, gender roles are formed in part by observing others and learning from how others act, and from accomplishing different cognitive tasks specific to cultures that are done by men and by women.

نظرية البنية المعرفية للنوع:

Gender-Typing: As children get older they learn about themselves, who they are, how they are "supposed to act", and what is appropriate gender-specific behavior. Gender typing is when children acquire these masculine and/or feminine roles and identify with these roles. There are different degrees to which children exhibit these roles, but we do exhibit masculine or feminine traits, which is gender-typing.

تطبع النوع:

General Adaptation Syndrome: Hans Selÿe was a young medical doctor who noticed that a lot of people were experiencing similar types of symptoms but did not have any physical cause for the problems. Over time, he came to realize that

the problems were caused by stress. He later determined that the body has a natural, adaptive response to stress that is composed of three stages: alarm, resistance, exhaustion. When a person gets to the exhaustion stage, they may experience severe physical problems.

General Experimental Psychology: General Experimental Psychology is the branch of psychology that uses experimental methods to discover principles of behavior, such as those underlying sensation and perception, learning and memory, motivation and emotion.

علم النفس التجريبى العام:

اضطراب التوافق العام:

General Intelligence: When you take an intelligence test you get an overall score and several specific scores. The overall score that you received, which is measured by all of the tasks on the test, is considered the representation of your general intelligence.

الذكاء العام:

Generalization: Generalization refers to a process within operant and classical conditioning, where a conditioned response (CR) starts occurring in response to the presentation of other, similar stimuli, not just the conditioned stimulus (CS). For example, a dog is trained to sit (CR) when you give the command, "sit" (CS). Soon after that, the dog might sit when you say "hit", "bit", and "kick". In this case, the CR (sitting) is not only done to the CS (the command, "sit") but also to commands that are similar.

التعميم:

Generalize (generalizability): Generalizing or Generalizability is another way of saying "ecological validity". Essentially this is the extent to which findings (from a study) can be generalized (or extended) to the those in natural settings (i.e., outside the lab). In virtually all studies there is a trade-off between experimental control and generalizability, but obviously you want to have both. The more control psychologists exert in a study the less they may be able to generalize. For example, when we take people out of their natural environment and study them in the lab, we are exerting some control over them and, as a result, possibly limiting how much we can generalize the findings to all people in natural settings.

امكانية التعميم:

Generalized Anxiety Disorder: Generalized Anxiety Disorder (GAD) is a type of anxiety disorder (obviously) in which a person feels tense and apprehensive on a very regular basis (sometimes it seems like they feel this way all the time). In addition, these feelings are accompanied by actual increases in the autonomic nervous system, such as increased blood pressure, increased heart rate, increased blood flow to the muscles and away from the GI tract, etc. A person with GAD may feel tense, upset, jittery, on edge, etc. almost all the time, have a very difficult time relaxing, feel muscle aches and pains quite often, be consistently looking around for danger, hardships, and problems, and may also be depressed. Most often there isn't a definable, tangible source of the anxiety. Instead these people have anxieties about general situations and life events. They worry about situations that may arise somehow, some way in the future. But most often the source is so general that the person can't even identify it. They just know that something bad is out there and will happen to them.

اضطراب القلق المعمم:

Generativity: According to Erik Erikson's theory of adolescent development, people at certain ages have the impulse to become more productive and do things more "worthwhile" in their lives. For example, a young adult may feel that it is time to get married, have a family, and raise children; they may feel the need to start doing work that is more fulfilling and creative, etc. These feelings of generativity are most prominent during middle adulthood.

الانتاجية:

Genes: Genes are the biochemical units of heredity that form the chromosomes. The genes are essentially the segments of DNA molecules that contain the code for particular peptides or proteins which then determine who we are (at birth and what we can become - let's not forget about the importance of environment, but the genes give us the starting point) Our eye color, skin color, hair color and

type, athletic potential, "smarts" potential, etc., are all influenced at this level.

Genital Stage: The genital stage is the final stage in Freud's theory of psychosexual development and begins in puberty. During this stage, the teenager has overcome latency, made associations with one gender or the other, and now seeks out pleasure through sexual contact with others. The sexual contact sought has shifted from the opposite sex parent of the phallic stage (and overcoming this), and is now focused on opposite sex people of similar age. The pleasure that they gain is now through actual physical stimulation of the genitals by the opposite sex.

المرحلة التناسلية:

الجينات:

Gestalt : This term means organized whole, and is the basis of Gestalt Psychology. Gestalt Psychologists study how people integrate and organize perceptual information into meaningful wholes. For example, can you recognize this, (: > o) ? The reason you may be able to recognize that these symbols look like a face, is because of some Gestalt principle of organization that explains how people are able to see some meaningful organization and shape when individual parts are seen together. Although each of the parts that make up the face have meaning by themselves, when they are put together, we are able to perceive them as a whole unit.

الصيغة الكلية:

Gestalt Therapy: Developed by Fritz Perls, this type of therapy combines the psychoanalytic perspective of bringing unconscious feelings to awareness with the humanistic emphasis of "getting in touch with oneself" in order to help people become more aware of and able to express their feelings. In addition, it is not enough to just become aware of these feelings, Gestalt Therapy also helps people realize the importance of taking responsibility for their feelings and actions.

العلاج الكلى(التكاملى):

Good-Patient Role: Yes, this is an actual term. It refers to the situation in which patients (quite often depressed, anxious, and helpless patients) exhibit cooperative, unquestioning, undemanding patient behavior, to an excessive degree. These people may go to extremes because they believe that, as a result of their condition, that they are so helpless and dependent upon others that they must act in these ways for fear of being abandoned.
الدور الجيد للمريض:

Grouping: Humans have a tendency to organize stimuli into some coherent groups. We like to categorize things and maintain some organization with most stimuli. For example, we meet a new person, and immediately we group them into gender, height, weight, race, etc. This categorization process is done by "grouping" information into logical categories.
التقيبئ:

Hallucinations: Although we think most people know what hallucinations are, here is a brief explanation. Hallucinations can be defined as false sensory (visual, auditory, etc.) experiences, such as seeing something a person although nobody is really there, hearing a voice although nobody is speaking, feeling someone touch who despite being alone, etc.
الهلاوس:

Hawthorne Effect: The Hawthorne effect can be defined as changes in behavior resulting from attention participants believe they are getting from researchers, and not the variable(s) manipulated by the researchers (in the Hawthorne case, the amount of light in the work environment). The effect came out of a series of studies conducted at the Hawthorne Plant of Western Electric by Elton Mayo and a team of researchers from Harvard University. The purpose of these studies was to examine the relationship between worker productivity and the environment in which the work was performed. The first study, which led to the Hawthorne Effect, examined the relationship between light intensity and worker productivity. The researchers found that productivity improved not from the lighting, but from the attention the workers received from the researchers themselves.

تأثير الهاوثورن:

Health Psychology: Health Psychology focuses on the more medical aspects of psychology and applies psychological principles to healing physical illness and medical problems. Health Psychology has grown so much in recent years that it is no longer a field made up of just Health Psychologists. Instead, clinicians, Social Psychologists, and others all conduct research on health topics. For example, a Social Psychologist may conduct studies to determine the different causes of group pressure, while a clinical psychologist may study ways to reduce stress-induced illnesses through relaxation techniques.

The APA defines Health Psychology (division 38) in the following way: "Health Psychology seeks to advance contributions of psychology to the understanding of health and illness through basic and clinical research, education, and service activities and encourages the integration of biomedical information about health and illness with current psychological knowledge." For additional information about Health Psychology you can visit the "official" health psychology website located at: http://www.health-psych.org/

Heritability: How much are you like your father or your mother? While our experiences and our situations have tremendous impacts on who we are, how we act, etc., our genetic makeup is also important in determining these factors. Therefore, our heritability, or the extent to which differences in a trait can be attributed to our genetic makeup is important in trying to understand human behavior. Also, keep in mind that genes and environment do not occur in isolation, but interact with each other. As a result, you are who you are, and you act and think the ways you do because of the combination of your heritability and your environment.

امكانية(قابلية) التوريث:

علم نفس الصحة:

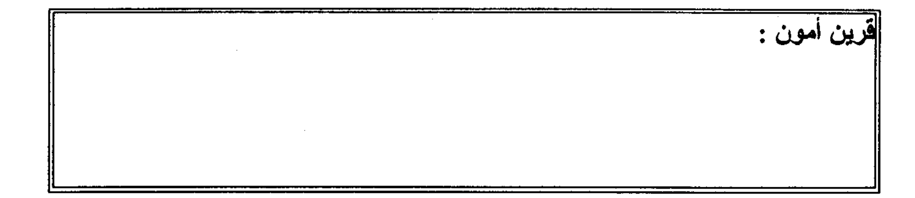
Heuristic: There are lots of ways we can make judgments and solve problems; there are complex ways and quick ways. One quick way is to use a heuristic, which is a rule-of-thumb strategy for making more efficient decisions. For example, you may be an experienced driver. Over time you have learned that when you come to a stop sign, you need to come to a complete stop or you will get a ticket. Now, whenever you come to a stop sign, you have to give very little thought at all to what behavior is required; you see the stop sign, you stop. You have a heuristic for stop signs.

الموجه الذاتى للكشف : ؟

Hierarchy of Needs: According to Maslow, humans have certain needs that must be fulfilled for healthy living. These needs motivate us to act the way we do, and in particular, in ways that satisfy the needs that are not yet fulfilled. In addition, Maslow suggested that these needs are not all equally important, but exist in a hierarchy (shaped like a pyramid), with the most important, basic needs at the bottom. For example, at the very bottom of the pyramid are things necessary for daily survival, like food and water. At the top of the pyramid is self actualization, which is the most wonderful thing a person can achieve, but is not necessary to sustain daily life.

هرمية الحاجات :

Hippocampus: The hippocampus is a part of your brain, specifically a part of the limbic system that is vital for the formation of memories. Without the hippocampus, you would not be able to remember anything that you are reading hear or anywhere else.



Homeostasis: Humans seek balance in their lives. When things are out of o rder or imbalanced, it tends to cause problems. This is true particularly with regard to our internal state or well-being. Homeostasis refers to this tendency to maintain a balanced or constant internal state that is optimal for functioning. For example, you have a specific "balanced" or "normal" body temperature that is approximately 98.6 degrees. When there is a problem with the internal functioning of your body, this temperature may increase, signaling and imbalance. As a result, your body attempts to solve the problem and restore homeostasis; your normal body temperature.

التوازن الجسمى الداخلى:

Hormones: Okay, you all know a little something about hormones (are any of you teenagers?), but do you really know what they are? Well, hormones are chemical compounds secreted by the endocrine glands that are important in lots of different bodily functions, including the transmission of information throughout the body. Here are some of the glands responsible for the production of different hormones: hypothalamus (releasing hormones), pituitary gland (e.g., growth hormone), adrenal gland (e.g., epinephrin - associated with sympathetic nervous system functioning), gonads (e.g., testosterone, estrogen, etc., necessary for development of sex specific characteristics like body hair, reproductive organs, etc.), kidneys (e.g., renin, involved in regulation of blood pressure), pancreas, thyroid, and pineal gland.

الهرمونات :

Humanistic Perspective: This is the psychological perspective popularized by Carl Rogers and Abraham Maslow (hierarchy of needs) that emphasizes the human capacity for choice and growth. The overriding assumption is that humans have free will and are not simply fated to behave in specific ways or are zombies blindly reacting to their environments. So, the Humanists stated that the subject matter or psychology (what psychology should focus on) is the human subjective experience of the world - how humans experience things, why they experience things, etc.

المنظور الانسانى:

Hypochondriasis: Hypochondriasis is a type of "somatoform" disorder in which a person misinterprets their normal physical experiences as symptoms of some type of disease. A true hypochondriac is not the person who often believes that they have a tumor when they have a headache. A real hypochondriac is someone who looks for physical problems in their normal experiences on a very regular basis (like, all the time). A headache will be perceived as a tumor; a sneeze is pneumonia; etc.

توهم المرض:

Hypothalamus: A part of the brain that sits below (hypo) the thalamus and is responsible for orchestrating several behaviors that are considered "maintenance" behaviors (such as eating, drinking, body temperature). In addition, the hypothalamus helps govern the endocrine system (glands that produce hormones) using the pituitary gland, and is also involved in feeling emotions and perceiving things are rewarding (for example, being in love is perceived as a good and rewarding feeling/emotion and something worth trying to obtain more of).

تحت المهاد:

Iconic Memory: Humans remember sounds and words in slightly different ways. Memory for visual stimuli is referred to as iconic memory, which can be defined as very brief sensory memory of some visual stimuli, that occur in the form of mental pictures. For example, if I ask you to look at a picture and then close your eyes and try to see the picture, what you can "see" in your mind's eye is an iconic memory of the image in the picture. Typically, iconic memories are stored for slightly shorter periods of time than echoic memories (auditory memories). Please be aware that both echoic and iconic memories are sensory memories, not types of long-term memory, and thus are very temporary and fade quickly.

الذاكرة الأيقونية :

Hypothesis: A testable prediction about the relationship between at least two events, characteristics, or variables. Hypotheses usually come from theories; when planning an experiment, a researcher finds out about as much previous research on the topic of study as possible. From all of the previous work, the researcher can develop a theory about the topic of study and then make specific predictions about the study he/she is planning. It is important to note that hypotheses should be as specific as possible since you are trying to find truth, and the more vague your hypotheses, the more vague your conclusions.

For example, if I am conducting a study on the effects of different drugs on pain relief, it would be bad to hypothesize that "one drug will have an effect on pain." What the heck does that mean? How can you test to find out if that is true? A better hypothesis might be, "Drug A (whatever that is in that study) will reduce the amount of pain significantly more than Drug B according to participants' ratings of pain using the Pain Intensity Scale."

فرضية:

Id: According to Freud, humans have three main components to their personality that cause us to behave the way we do and make us who we are. One of these components, the id, is the part that you may consider that little devil sitting on your shoulder trying to get you to do all those things that feel good, even if they are wrong. More specifically, the id is the part of the human personality that is made up of all our inborn biological urges that seeks out immediate gratification (guided by the Pleasure Principle), regardless of social values or consequences. For example, when you are in a bar and see a really attractive person who stirs some sexual feelings in you, the id is what is pushing you to simply go over to this person, grab them, and ravage them right there. Of course you know that this is completely unacceptable behavior so you don't do it, but the id doesn't care about that. It just wants what it wants no matter what.

الهى:

Identical Twins: Unlike fraternal twins that develop from separate eggs and sperm, identical twins develop from a single fertilized egg that splits in two and creates two genetic replicas. Identical twins are just that, identical, so there can't be different sex twins (like there can be with fraternal twins).

التوائم المتطابقة:

Identification: According to Freud, as children develop, there comes a time in which the child must adopt the characteristics of one of the parents. During this process of identification, the child adopts the characteristics of the same-sex parent and begins to associate themselves with and copy the behavior of significant others. In addition, Freud stated that this process also involves the development of the child's superego (our moral guide in life - the moral component of personality) which is done by incorporating characteristics of the parents superegos into the child's own. So, a young male child will begin to take on characteristics of the father (act more like his father than his mother in the sense of being a male) and will develop a superego that has similarities to the moral values and guidelines by which the parents live their lives (e.g., if the parents are honest people, the child may come to realize that honesty is important and that lying is wrong).

التوحد:

Illusory Correlation: Sometimes people believe there is some relationship between events, variables, etc., even though none really exists. This is known as the illusory correlation and it occurs in everyday life as well as science. For example, you may have had some experiences with lawyers, some good, some not so good. It is possible that you only recall the bad experiences (maybe where you felt as though you were lied to by the lawyers) which leads you to formulate the conclusion that all lawyers are liars. Thus, you could come to associate (wrongly?) lawyers with lying, and conclude that all lawyers are liars.

معامل الارتباط المضلل(الخادع):

Imagery: Imagery is simply the formation of any mental pictures. This simple process has great benefit when it comes to memory. By using imagery, we can enhance the processing of information into the memory system. For example, trying to remember a phone number by repeating it in your head is a common method, but what might enhance your processing of the information might be to

use imagery - maybe visualize the numbers being written on a chalk board. This allows you to create a mental picture of the numbers that may be processed more completely.

التصور الذهني:

Implicit Memory: Implicit memory, also known as nondeclarative memory, involves recollection of skills, things you know how to do, preferences, etc., that you don't need to recall consciously. For example, if you know how to ride a bike and you can do so without having to think about it, you are demonstrating implicit memory.

الذاكرة الضمنية:

Implosion: Implosion is a therapeutic technique in which clients imagine and re-live aversive scenes associated with their anxiety. The premise that that many different exposures in a safe environment, the aversive stimulus will lose its ability to make the person anxious.

انفجار داخلي:

Incentives: The environment is critical not only in our development, but in determining almost all of our behaviors; why we act the way we do all the time. Incentives are those stimuli in the environment, both positive or negative, that motivate our behavior. These things pull us to behave in certain ways (as opposed to drive which pushes us from within). For example, if you are offered money to perform a certain behavior, the money is the incentive to perform that behavior.

محفزات:

Independent Variable: In an experiment there are two variables; the Independent Variable (IV) and the Dependent Variable (DV). In the most basic sense, you need two variables because as a researcher, you want to be able to examine if something (a drug, a therapy, a teaching technique, whatever) has an effect on some participant (person, people, animals, etc.). To accomplish this, you need to have something to examine (and manipulate – this is the IV), some variable of interest, as well as something to measure the effect the IV has (this is the DV). Therefore, we can define the independent variable as the experimental variable or variable that is manipulated by the research and has some effect on the DV. If there is a change or effect, we may conclude that the IV affected the DV. The ultimate here is to establish that the IV caused the change in the DV (this is the magical "cause-effect"). As a quick example, if you want to study the effect of drinking 12 ounces of beer before an exam on exam performance, the beer would be the IV (we may have one treatment group whose participants drink the beer and one control group who does not drink the beer); the performance on the exam would be the DV.

المتغير المستقل:

Individualism: Individualism is a social psychological term that refers to the ways in which people identify themselves and focus their goals. Individualism, which is the opposite of collectivism, gives priority to personal goals (as opposed to the goals of a group or society). In addition, individualists tend to define their own identities according to their own personal behaviors and attributes. America is a more individualistic country (we do value individualism) whereas many Asian countries place a greater value on collectivism.

الفردية:

Industrial and Organizational Psychology (I/O Psychology): A branch of psychology that studies behavior in the workplace and the marketplace. IO Psychologists are involved in many areas of industry, including how communication throughout companies, ergonomics, personnel test development, and much more. Their main goals are to enhance the workplace, making it a better environment in which to work and to be more productive; and to influence the marketplace by making companies work better to increase productivity and profits.

علم النفس الصناعى والتنظيمى:

Inferential Statistics: Unlike descriptive statistics, inferential statistics provide ways of testing the reliability of the findings of a study and "inferring" characteristics from a small group of participants or people (your sample) onto much larger groups of people (the population). Descriptive statistics just describe the data, but inferential let you say what the data mean. An example of inferential statistics is the analysis of variance (ANOVA).

الإحصاء الاستنتاجي(الاستدلالى):

Inferiority Complex: Inferiority complex is a term used to describe people who compensate for feelings of inferiority (feeling like they're less than other people, not as good as others, worthless, etc.) by actiing ways that make them appear superior. They do this because controlling others may help them feel less personally inadequate.

عقدة النقص:

Informational Social Influence: When you make decisions about how to behave, there are many sources of information available to help you make these decisions. Sometimes you may need to seek out experts, conform to the way others or a group are behaving, or look to some other source of information. One other way is to use informational social influence; you look to the behaviors of others who are also in the same or similar situation to see how they behave. Then, you can follow their lead. For example, you travel to another planet, where some nice aliens offer to show you around. They decide to take you to one of their sporting events that is unlike anything you have ever seen. The problem is that, since you have no idea what the game is about, you don't know what is good, bad, when to cheer, boo, or how to act in general. What can you do? You can simply watch how others are behaving, what they react to, what is going on when they cheer, when they boo, etc. In this way, you seek information from your social surroundings, which influence your behavior.

التأثير المعرفى الاجتماعى:

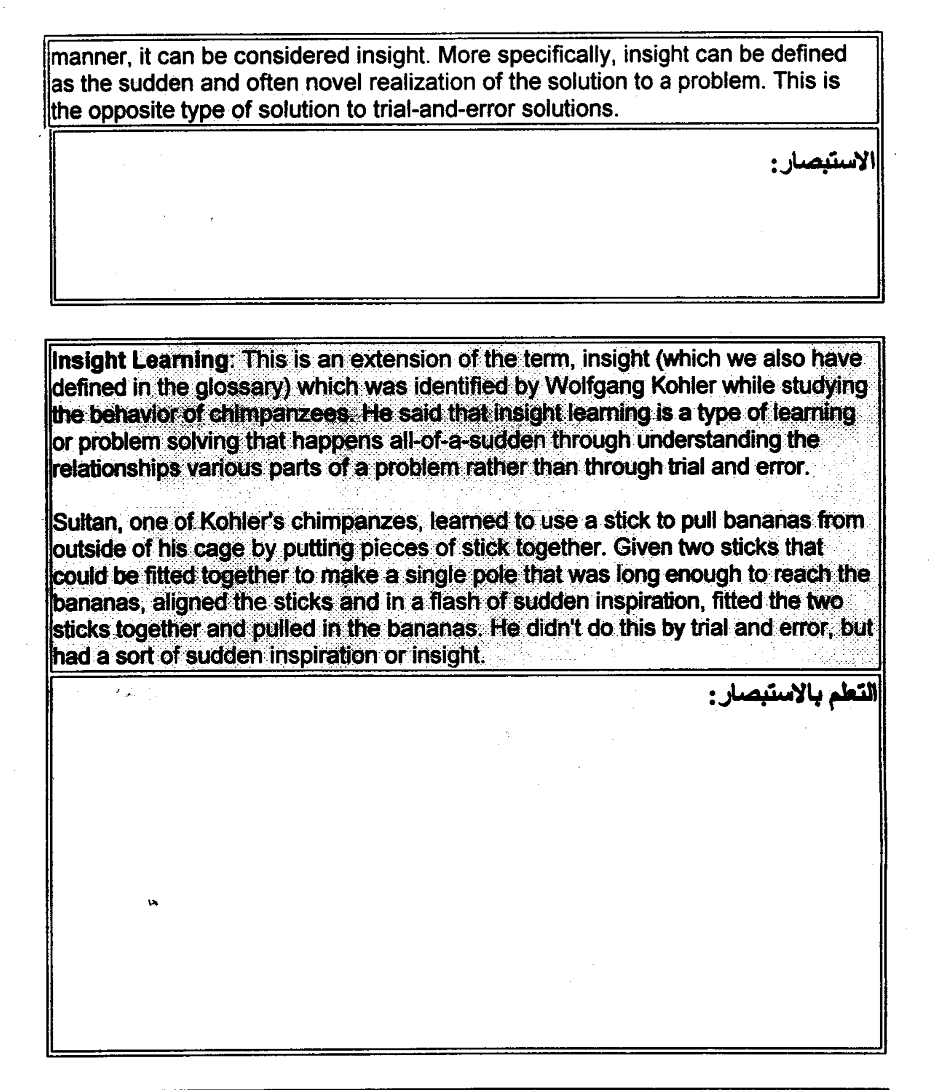
Ingroup Bias: Ingroup bias is a simple concept, but one that has very powerful affects on people, societies, and life in general. Ingroup bias is simply the tendency to favor one's own group. This is not one group in particular, but whatever group you associate with at a particular time. So, for example, when you play on an intramural softball team that meets once a week, you are part of that softball team's ingroup. Or, it can be something on a much more grand scale like, the situation between religious groups in Ireland. They have been killing each other for years, because they each perceive their own group as being the "right" and "good" group, while the other group (the outgroup) is "bad" and "evil".

التحيز للجماعة:

Inhibition: This is the opposite of facilitation and refers to a mental state in which there is a hesitation or blockage of action. There are different types of inhibition across disciplines such as social inhibition (social psychology) and inhibition (learning and conditioning), but they all refer to this hesitation of blockage of action.

اعاقة(كبح):

Insight: When the solution to a problem comes to you in an all-of-a-sudden


manner, it can be considered insight. More specifically, insight can be defined as the sudden and often novel realization of the solution to a problem. This is the opposite type of solution to trial-and-error solutions.

الاستبصار:

Insight Learning: This is an extension of the term, insight (which we also have defined in the glossary) which was identified by Wolfgang Kohler while studying the behavior of chimpanzees. He said that insight learning is a type of learning or problem solving that happens all-of-a-sudden through understanding the relationships various parts of a problem rather than through trial and error.

Sultan, one of Kohler's chimpanzes, learned to use a stick to pull bananas from outside of his cage by putting pieces of stick together. Given two sticks that could be fitted together to make a single pole that was long enough to reach the bananas, aligned the sticks and in a flash of sudden inspiration, fitted the two sticks together and pulled in the bananas. He didn't do this by trial and error, but had a sort of sudden inspiration or insight.

التعلم بالاستبصار:

Insomnia: Insomnia is a type of sleep disorder in which the person has trouble in one of the following areas of sleep: falling asleep, staying asleep throughout the night, or waking up to early and not going back to sleep. Insomnia is not as common as people often like to think. When you are having sleep problems toward the end of the semester for a week, this is not really insomnia. True insomnia occurs for extended periods of time and causes devastating effects on those who suffer from it. One of the big problems with sleep is that the more anxious you are, the less likely you will be to sleep. What often happens with

sleep difficulties and insomnia is that a person has some problems falling asleep, they then begin to worry that the sleep problems will continue. Then when they go to bed, they are anticipating having sleep problems, they become anxious, and sure enough, they are unable to relax and fall asleep. It is a viscous cycle, and unfortunately, one of the ways to solve it is to reduce tension and stress; the exact things that result from the problems sleeping then cause additional sleep problems. Yikes!

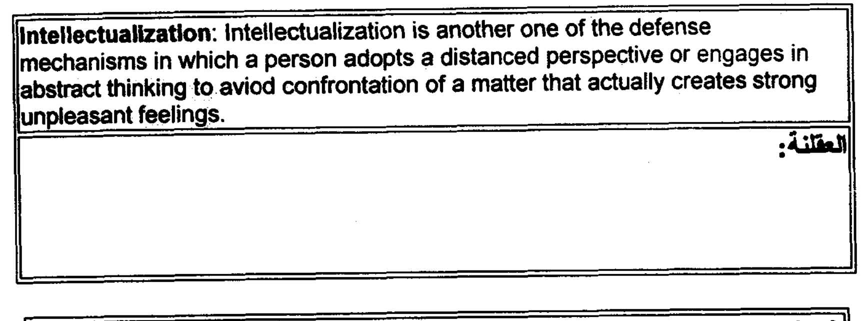
الأرق:

Instinct: A behavior that is genetically programmed into an entire species. Thus, the behavior is not the result of learning, and can be seen across members of a species. For example, there are specific nest building behaviors that are part of different species of birds. If you hatch one of these birds in captivity and raise it without any contact with any other members of its species, it will still do those species-specific nest building behaviors.

غريزة:

Integrity: According to Erikson's theory of adulthood, when a person achieves integrity, then that person has established a complete sense or feeling that his or her life has been meaningful and worthwhile. This stage occurs in the latter years of life and is reached when people do not look back on their lives and dwell on mistakes, or feelings of regret for things they did or did not do. The alternative in this stage according to Erikson's theory is despair.

التكامل:



Intellectualization: Intellectualization is another one of the defense mechanisms in which a person adopts a distanced perspective or engages in abstract thinking to aviod confrontation of a matter that actually creates strong unpleasant feelings.

العقلنة:

Intelligence: There has often been debate about exactly what intelligence is. A few years ago, a book called the "Bell Curve" was written about intelligence and it stirred up so much controversy that one of the authors went into hiding for fear of his safety. At its core, we can define intelligence as the capacity for goal-directed, adaptive behavior. This type of behavior is that which helps us achieve the goals we set and the challenges we face. If we are stuck in a very bad situation, those with a lot of intelligence should be more likely to find a solution or a way out of the bad situation than those without a lot of intelligence. In addition, intelligence is not just inborn, but increases with experience. Thus high intelligence is both innate and socially influenced.

الذكاء:

Intelligence Quotient (IQ): This is a mathematical formula that is supposed to be a measure of a person's intelligence. When it was first created, it was defined as the ratio of mental age (MA) to chronological age (CA) multiplied by 100 (thus IQ = MA/CA x 100). For example, if a 20 year old answers the questions like a "typical" or "average" 20 year old would, the person would have an IQ of 100 (20/20 x 100 = 100). More recently psychologists decided that it's better look at relative IQ score - how a person scores relative to other people the same age. Now people get assigned an average score of 100 and then we compare their actual scores on the series of intelligence tests to this average score in terms of a standard deviation. For example, if you score 2 standard deviations above the mean (mean being 100), then you would score a 130 since each standard deviation is 15 points (that's just the formula used).

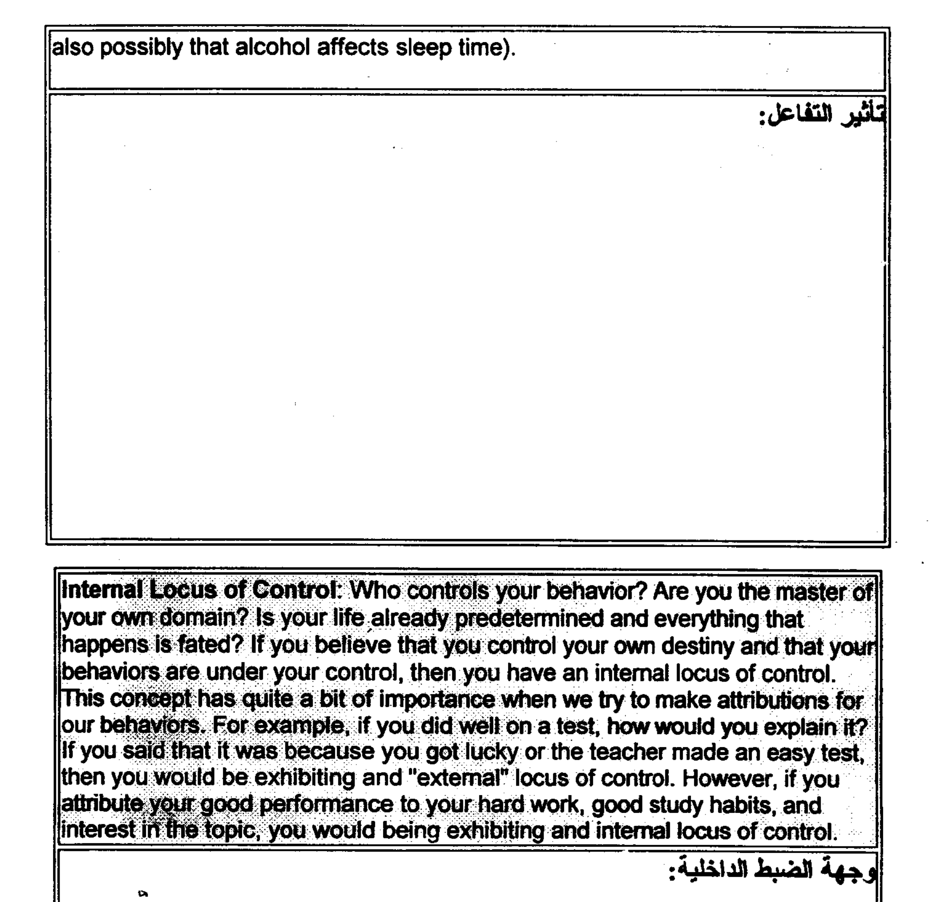
Intelligence Test: An intelligence test is a measure of one's intelligence (how do you like that definition?). Seriously, it is a test designed to measure a person's mental aptitude or inherent ability. The measure is taken, a numerical score is assigned, and then compared to others who've taken the same test.

اختبار الذكاء:

Intensity: Intensity refers to light and sound waves, and is defined as the amount of energy in a light or sound wave. This exact amount is determined by amplitude (the size or height) of the sound or light wave. So, the higher the amplitude (the larger the wave), the greater the intensity.

شدة:

Interaction Effect: this is a research term that often confuses students, but is not that difficult if you just take it slowly and one step at a time. Let's start with a scientific definition of interaction effect; "the differing effect of one independent variable on the dependent variable, depending on the particular level of another independent variable" (Cozby, 1997; p. 314). Believe it or not, this is one of the best definitions we could find, but we still think it is not very clear, so let's try an example. Let's say you are doing a study on the effect of some sleep drug (Halcion) and alcohol consumption on overall sleep time. As you can see, there are two independent variables (IVs) and one DV. The IVs are 1) sleep drug (Halcion), and 2) alcohol consumption. The DV is overall sleep time. Now, let's say we randomly assign participants to receive either 1 mg (milligram) or 10 mg of Halcion. These then are the "levels" of the IV (one level is 1 mg, one level is 10 mg). In addition, we randomly assign participants to different levels of the other IV; either 12 oz beer or 36 oz beer. So, we have four groups overall; two IVs with two Levels each. What possible outcome could we get. It is possible that each IV by itself influences sleep (e.g. that the sleep drug affects sleep time and



also possibly that alcohol affects sleep time).

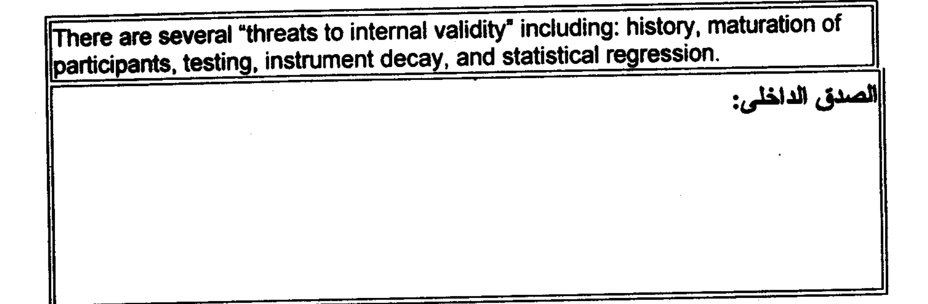
تأثير التفاعل:

Internal Locus of Control: Who controls your behavior? Are you the master of your own domain? Is your life already predetermined and everything that happens is fated? If you believe that you control your own destiny and that your behaviors are under your control, then you have an internal locus of control. This concept has quite a bit of importance when we try to make attributions for our behaviors. For example, if you did well on a test, how would you explain it? If you said that it was because you got lucky or the teacher made an easy test, then you would be exhibiting and "external" locus of control. However, if you attribute your good performance to your hard work, good study habits, and interest in the topic, you would being exhibiting and internal locus of control.

وجهة الضبط الداخلية:

Internal Validity: Internal validity occurs when a researcher controls all extraneous variables and the only variable influencing the results of a study is the one being manipulated by the researcher. This means that the variable the researcher intended to study is indeed the one affecting the results and not some other unwanted variables. (Take a look at the definition for "confound")

There are several "threats to internal validity" including: history, maturation of participants, testing, instrument decay, and statistical regression.



الصدق الداخلى:

Intimacy: This term comes from Erikson's theory of development, and refers to a person's ability form close, loving relationships, which he stated is the primary developmental task of early adulthood. You often hear women claim that men are unable to commit, are afraid of commitment, etc...Erikson would claim (if this absurd generalization were even remotely true) that this is because men have not developed intimacy yet.

الألفة:

Intrinsic Motivation: Why do you work or come to class or study for a test? Do you do it because you want to money, a degree, and good grades? If so, you are extrinsically motivated - motivated to perform specific behaviors to achieve promised outside rewards or to avoid punishment from others. However, if you are working at a job because you get a great feeling of personal satisfaction from it, and you are trying to perform the behavior for its own sake (not for money), then you are intrinsically motivated. We are not saying that this is better or worse than extrinsic motivation, only different. Intrinsic motivation does seem to be more satisfying to people though. People who are extrinsically motivated tend to be less satisfied and become unhappy more easily (in general, not always).

الدافعية الداخلية:

Introspection: The process of "looking inward" and examining one's self and one's own actions in order to gain insight. This was a central component to the early days of psychology during the Structuralist period. Wundt and other psychologists had people introspect and then report on their feelings, thoughts, etc. Of course, the problem with introspection is, if you are having some feeling and then you have to stop to think about and report on the feeling, you've just changed the experience and therefore, the feeling itself.

الاستبطان:

Intuition: Intuition is a person's capacity to obtain or have direct knowledge and/or immediate insight, without observation or reason. It's the "gut feeling" you get. People often place an enormous amount of faith on their intuition, even making decisions that seem to go against all available evidence. For example, a coach might play a second string player instead of a start player just because they had a "hunch" the second string player would do well. This would be a case of using intuition to make a decision.

الحدس:

James-Lange Theory of Emotion: James-Lange Theory of Emotion was posed by both James and Lang at approximately the same time (hence the name James-Lange) and suggests emotions are a consequence of our physiological responses to external stimuli followed by identification of the emotion by examining the physical responses. So, some external stimulus produces a physiological response in your body. Then, you examine this physiological response and identify the emotion you are experiencing based on the physiological response. For example, you see a bear in the woods, and you begin to tremble. You then identify the fact that you are trembling and conclude that you are afraid..."I am trembling, therefore I am afraid."

نظرية جيمس - لانج في الانفعال:

Just Noticeable Difference: The just noticeable difference (JND), also known as the difference threshold, is the minimum difference in stimulation that a person can detect 50 percent of the time. For example, let's say I asked you to put your hand out and in it I placed a pile of sand. Then, I add tiny amounts of sand to your hand and ask you to tell me when you notice any change in the overall weight. As soon as you can detect any change in the weight, that difference between the weight of the sand before I added that last bit of sand and the amount of sand after I added it, is the just noticeable difference.

الاختلاف الملحوظ بالكاد(العتبة الحسية الفارقة):

Just-World Phenomenon: The just-world phenomenon is the tendency for people to believe that the world is just and that people therefore get what they deserve and deserve what they get. If you have this belief, and something good happens to you, you may conclude that the world is just because you are a good person and so good things happen to you. In the same way, when you see something bad happen to someone else, you may conclude that they did something to bring on this bad event. Otherwise, it would not have occurred since the world is a just place.

ظاهرة العالم المنضبط:

Language: This is a good one; we all use some form of language everyday, but how do you define it? Technically, we can say that language is a formal system of communication which involves the combination of words and/or symbols, whether written or spoken, as well as some rules that govern them. It is not even necessary for another organism to comprehend the language, for it to actually be a language, just that it meets the above description.

اللغة:

Latency: Latency is the fourth stage in Freud's Psychosexual theory of development, and it occurs from about age 5 or 6 to puberty. During the latency stage, a child's sexual impulses are repressed. The reason for this is that during the stage before latency (phallic stage) the child resolves the Oedipus or Electra Complex which are such traumatic events that the child then repress all of his or her sexual impulses. Interestingly, because this stage contains little or no psychosexual development, Freud was fairly uninterested in it.

الكمون:

Latent Content: According to Freud, dreams have two types of content, each of which contains different meanings to the dreams. One of these type of content islatent content, which is the underlying, more hidden, but true meaning of a dream (as opposed to the manifest content). Freud believed that the latent

content was somehow censored by the subconscious which was a way to protect us from the real meanings of the dreams. This was necessary because the dream content may be difficult for people to deal with, so people disguise the real meaning. However, Freud believed that when people were in conflict, if he could uncover or get to the latent content, then he could identify the person's problem and resolve their conflict.

المحتوى الكامن:

Latent Learning: The type of learning that occurs, but you don't really see it (it's not exhibited) until there is some reinforcement or incentive to demonstrate it. This may seem a bit silly, but it is important to understand that there is a difference between learning and performance. For example, if you are in a car going to school with a friend every day, but your friend is driving all the time, you may learn the way to get to school, but have no reason to demonstrate this knowledge. However, when you friend gets sick one day and you have to drive yourself for the first time, if you can get to school following the same route you would go if your friend was driving, then you have demonstrated latent learning.

التعلم الكامن :

Learned Helplessness: When an organism (person, animal, etc.) is prevented from avoiding some aversive stimulus repeatedly (e.g., continuous electric shocks) the organism will reach a state in which it becomes passive and depressed because he believes that there are no actions it can take to avoid the aversive stimulus. Esssentially, the organism just gives up trying to avoid it and just takes the aversive stimulus. Thus, the organism learns that it is helpless against the aversive stimulus.

قلة الحيلة المتعلمة:

Learning (Conditioning): We can use the following definition of learning to help us understand this concept: learning is a relatively permanent change in behavior or knowledge that comes from experience or training. But what does this really mean? We all "know" things and we can all perform lots of behaviors. But where did they come from? Some things are innate - we are born with the knowledge. But others must be acquired actively. Thus, any knowledge or behavior that we now possess that we were not born with, was somehow "learned". Psychologists have studied learning in a variety of ways, from examining the salivation of dogs in response to meat powder, to how rats press a lever in the pursuit of obtaining some kind of reward, to offering children rewards for doing what is asked of them, to examining how people are able to tie their shoe laces.

التعلم(التشريط):

Levels of Processing: This is a theory of memory that is contrary to the "stores" theory of memory. According to this theory, memory varies according to and is a by-product of the process of processing information during encoding. Information processed more deeply is remembered better.

مستوى المعالجة:

Libido: The terms libido was introduced by Sigmund Freud and is, at a very basic level, sexual desire and urges. The libido, which is part of the Id, is a secual energy or force that can come into conflict with the conventions of what is typically considered civilized behavior. Other psychologists, like Jung, viewed the

libido more generally and thought it to be more of a creative or psychic energy that helps people accomplish more (like a motivating force).

الليبدو(الطاقة الجنسية/الحيوية):

Limbic System: The limbic system is a grouping of structures in the brain that sits between in the most primitive part of the forebrain called the rhinecephalon. This is a doughnut-shaped network of neurons that inlfuences many deep-rooted drives and emotions including pain, anger, hunger, sex, thirst, and pleasure. The thalamus, hypothalamus, amygdala, fornix, mammiliary bodies, and septal areas are all parts of the limbic system.

James Olds and Peter Milner discovered the function of the limbic system accidentally in 1954 when experimenting with electrical stimulation of the brain using rats and lever pressing. They found that when they stimulated this area of the brain while the rats pressed the lever, it produced pleasure and in response, the rats kept pressing the lever to continue getting pleasure (they pressed the lever thousands of times an hour). You can see a picture of the limbic system at: http://www.psyweb.com/Brain/brainl0.html

الجهاز الطرفى:

Major Depression: Major depression is a mood disorder that is characterized by an extended period of sadness. Most people are saddened by certain events in their lives (e.g., doing poorly on a pop quiz) but if the depression is constant and long lasting, an individual could be diagnosed with major depression. People who suffer from major depression feel that their mood is permanent.

الاكتئاب الشديد:

Major Depressive Disorder: Depression is the reason why people get psychological counseling. However, there is a difference between feeling depressed and being clinically depressed. Major depressive disorder is classified as a mood disorder in which people have periods of hopelessness and sadness that last for more than 2 weeks and don't appear to have a specific cause (although this varies). This is more than "having the blues" but is a period of intense psychological pain that includes hopelessness, feeling worthless, loss of pleasure in things that previously were pleasurable, etc.

الاضطراب الاكتئابى الشديد:

Mania: Unlike being depressed, mania is a mood disorder in which people feel incredibly excited, hyperactive, and overly optimistic. Mania is also one part of bipolar disorder, also known as manic depression in which people swing from being depressed to being manic (being in a state of mania). Often times people who are manic indicated enjoying the state and getting a sense of pleasure from it since during the state they are so optimistic and energetic. I once had an instructor in college who had periods of mania in which he insisted he was more productive than any other time in his life. However, it is common for people in a state of mania to produce things that are very poor quality or don't make sense. For example someone may write for 3 days straight during a manic state and believe they wrote the greatest thing in the world, but you would look at it and think it was garbage or didn't make sense at all (this is not always the case but it does occur).

الهوس:

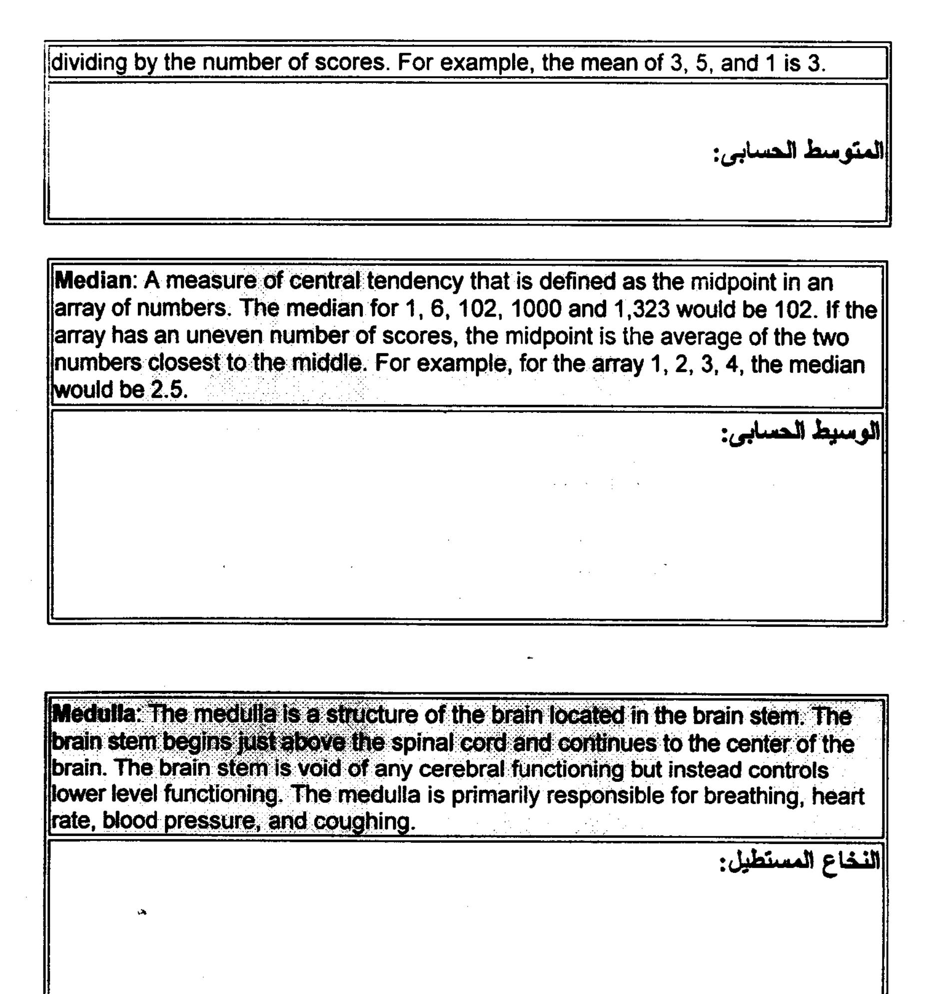
Manifest Content: According to Freud, our dreams are important and meaningful in understanding the causes of our problems, hidden issues, and painful issues we can't face during wakefulness. Freud identified two types of content in our dreams; latent content and manifest content. Manifest content is all the parts of the dream that we remember (the actual content). It's not the stuff we associate with our dreams, but the actual story lines of the dreams.

المحتوى الظاهر:

Masochism: Masochism is gaining pleasure from physical or psychological. The pain can be self inflicted or inflicted by someone else. When the pain inflicted produces sexual pleasure, the infliction of the pain is called sexual masochism or paraphilia.

الماسوشية(المازوخية):

Mean: A measure of central tendency which is more commonly known as an "average." The average or mean is calculated by adding all scores and then



dividing by the number of scores. For example, the mean of 3, 5, and 1 is 3.

المتوسط الحسابى:

Median: A measure of central tendency that is defined as the midpoint in an array of numbers. The median for 1, 6, 102, 1000 and 1,323 would be 102. If the array has an uneven number of scores, the midpoint is the average of the two numbers closest to the middle. For example, for the array 1, 2, 3, 4, the median would be 2.5.

الوسيط الحسابى:

Medulla: The medulla is a structure of the brain located in the brain stem. The brain stem begins just above the spinal cord and continues to the center of the brain. The brain stem is void of any cerebral functioning but instead controls lower level functioning. The medulla is primarily responsible for breathing, heart rate, blood pressure, and coughing.

النخاع المستطيل:

Meme: A meme is a piece of information that is passed from one entity (person, book, etc.) to another. Often memes are social or cultural in nature and are ways aspects of culture are passed from person to person so that the information is understood. They can also be ideas, parts of ideas, sounds, songs, and all sorts of other pieces of information that get passed on. Memes have been compared to viruses because of the way they self perpetuate and spread from person to person.

مختصر معلوماتى شائع:

Memory: A cognitive system that retains information. Similar to a computer's ability to retain information, your brain remembers bits of information such as your mother's name or first day of college. You would be unable to retrieve this information if you were unable to have it stored in your memory. There many components to memory including senory memory, short-term memory, long-term memory, forgetting, and more.

الذاكرة:

Menarche: This is a very straight forward one - menarche is a female's first menstrual cycle...when a girl has her first "period".

الحيضة الأولى:

Menopause: As we get older, we all go through lots of changes physically and mentally. Menopause is a natural change in a woman's menstrual cycle that occurs as she gets older (usually once a woman reaches her 50s). This is a signal that the woman's ability to reproduce is ending. This is a biological change which includes changes in hormones and side effects such as hot flashes.

انقطاع الطمث:

Mental Age: It's easy to tell how old you are chronologically...if you are 10 years old, then your chronological age is 10. But determing a person's mental age, or the age-level at which they function mentally or intellectually, is much harder. Binet actually developed tests to measure mental age and it measures a person's level of performance as it corresponds to their chronological age. For example, one child age 10 may be able do sophisticated math, read more effectively, and comprehend more than another child the same age. In this case we might say that one child has a mental age greater than the other and is more in line cognitively with people several years older.

العمر العقلى:

Mental Illness: This term refers to a state of being in which a person has difficulty handling daily situations and feelings. It is not unusual for conditions to be characterized by impairment of intellectual functions, the experience of shallow and unstable emotions, and difficulty in adapting to one's environment. Some definitions actually refer to mental illness as a "disease of the brain" or "sickness of the brain".

الاعتلال (الوهن) العقلى:

Mental Retardation: This is a commonly used term but one that actually has a very specific meaning. Technically a person with mental retardation scores below 70 on an intelligence test and, as such has limited mental abilities. As we have become much more politically correct, this term is used less frequently and has been somewhat replaced by the term "mentally challenged". However, mental retardation is still the clinical term for someone who scores lower than 70 on intelligence tests, has limited mental capabilities, and difficulty dealing with day-day-day aspects of living. There is a range of mental retardation from mild to profound.

التخلف العقلى:

Mental Set: Many people approach problems in similar ways all the time even though they can't be sure they have the best approach or an approach that will even work. Doing this is an example of mental set -- a tendency to approach situations the same way because that way worked in the past. For example, a child may enter a store by pushing a door open. Every time they come to a door after that, the child pushes the door expecting it to open even though many doors only open by pulling. This child has a mental set for opening doors.

الحالة (الوضع) العقلية:

Metacognition: The term metacognition refers to the act of thinking about thinking, or the cognition of cognition. It is the ability for you to control your own thoughts. Confused? Although it is a complex construct, the definition is not complex. It really is the knowledge and regulation of cognitive phenomena which means, you can control your own thoughts. Metacognition includes the ability for you to control, 1) person variables (knowledge about one's self, and others' thinking), 2) task variables (knowledge that different types of tasks exert different types of cognitive demands), and; 3) strategy variables (knowledge about cognitive and metacognitive strategies for enhancing learning and performance).

الميتامعرفية(الوعى الذاتى الآنى بالمعرفة)

Microexpressions: A facial expression that lasts a fraction of a second. If you have ever been accurately accused of cheating on a test, you may have given a microexpression signaling your guilt or true emotions. Since microexpressions do not last long, they go undetected in our every day lives. Microexpressions are a type of nonverbal communication.

قسمات (تعبيرات) الوجه:

Midbrain: The midbrain is a portion of the brain located just above the medulla and pons and contains basic vision and hearing functions; it also is the input center for muscle movement.

المخ الأوسط:

Minnesota Multiphasic Personality Inventory (MMPI): The Minnesota Multiphasic Personality Inventory (MMPI) -- a test that detects abnormal personality styles. This instrument is commonly used by clinicians to determine if a person may have a psychological disorder. It is also commonly used by psychologists to determine if people are fit to work in public safety occupations such as police officer.

قائمة مانيسوتا متعددة الأوجه للشخصية:

Misinformation Effect (false memory): Human memory is not as good as people like to think. There are times when you are 100% confident in your memory of something and the reality is, your memory is wrong. This is often seen in eye witness testimony situations. How is it that 10 people witness a crime and when asked, there are 10 different versions of the crime? According to the misinformation effect, when we witness an event and then get some incorrect information about that event, we incorporate that incorrect information (misinformation) into our memory of the event. The result in an altered memory of the event. You may not want to believe this one, but it's true and we are all susceptible to it.

تأثير المعلومات المضللة(الذاكرة المزيفة):

Mode: A measure of central tendency which is defined by the most common number in an array. For example, the following string of numbers: 1, 3, 3, 3, 56, 89, 89; the mode in this case would be 3 since it is the most frequent number observed in the sample.

نموذج:

Mnemonics: Mnemonics are simply memory aids. Anything you do (any technique you use) to help you remember something can be considered a mnemonic. For example, if you use the phrase "Emma has a dilemma" in order to remember how to correctly spell "dilemma" you are using a mnemonic.

أساليب تقوية الذاكرة(معينات الذاكرة)

Modeling: Modeling is a form of learning where individuals ascertain how to act or perform by observing another individual. Think of it this way, you may know how to tell a joke better because you have watched Jay Leno's standup routine on TV. Or, if you have ever felt uncomfortable at a party and someone gives you the advice of: "When in Rome, do as the Romans do" -- well, the person is really saying: "Model your behaviors and learn how to act by watching how others are performing in the same situation."

التنمذج:

Modeling Therapy: In this type of therapy, individuals watch others behaving in an adaptive, effective manner. This is very much like the regular process of modeling (a type of learning), except that Modeling Therapy is not a natural, unprompted event, but a way to change some maladaptive behavior.

العلاج بالتنمذج :

Mood: How do you know what a mood disorder is without really knowing what "mood" is? In a nutshell, "mood" is an overall feeling or mental state such as happiness, anger, tension, or anxiety.

الحالة المزاجية الراهنة:

Mood Disorders: Psychological disorders involving intense and prolonged shifts in mood. A person with a mood disorder might feel very happy or very sad for long periods of time and for no apparent reason. Because of this, their moods affect they way perceive everything in their daily lives, making it very difficult to function well. There are two main categories of mood disorders; Depressive Disorders (major depression, dysthymia) and Bipolar Disorders (also known as manic depression; mood swings from euphoria to depression).

اضطرابات المزاج:

Moral Development: As children age, they become more adept at distinguishing right from wrong. For example, most two year olds don't know that it is wrong to take something that is not yours, however, by the time you are an adult, you know that stealing is wrong. This process is moral development.

النمو الخلقى:

Morphemes: The smallest units of speech that convey meaning. All words are composed of at least one morpheme. For example, the word "work" is a single morpheme, but the word "working", which implies some action, is made up of two morphemes ("work" and "ing").

المقاطع اللغوية:

Motivated Forgetting: Motivated Forgetting is what Freud referred to as repressing memories. According to Freud, there are times when an event or an action is so painful that we can't deal with the memory of it, so we repress the memory completely. By pushing the memory into the subconscious and actively repressing it, we are unable to recall the memory. So in essence, motivated forgetting is purposeful forgetting, even if it's not purposeful at a conscious level. Here's an example at a conscious level. Tonight, I want you to do whatever you have to do in order to forget the following numbers: 5-3-1. Do whatever you have to, but forget the numbers "5-3-1" by this time tomorrow. If you can do it, you will have experienced one type of motivated forgetting.

Note: if you actively try to forget these numbers, you probably won't be able to. So while some memories might be so painful they are repressed in an unconscious process, the idea of conscious, motivated forgetting is pretty questionable.

النسيان المدفوع(المغرض):

Motivation: Why do you eat? Why do you drink? What makes you do anything? The answer is motivation; a process that acts, guides, and maintains behaviors. For example, when you have not eaten for a period of time, you will eventually start having the feeling of hunger, which motivates you to eat something, and thus reduce the feelings of hunger.

الدافعية:

Motor Neurons: As you know, information is traveling throughout your brain and body all the time. As I type this definition, information is traveling from my brain to the muscles in my arms, hands, and fingers to press the right keys. To make my fingers press the right keys, the information travels on motor neurons -- neurons that carry information from the central nervous system to the muscles to make these movements.
الأعصاب الحركية:

Multiple Personality Disorder: A personality disorder where an individual seems to possess more than one personality. People who suffer from this disorder generally have gone through traumatic childhood experiences that have caused the formation of more than one personality in order to psychologically escape from their situation. A high percentage of people who suffer from this disorder have been sexually abused as a child. Also, many people mistakenly refer to people with MPD as schizophrenics, but they are completely different disorders.
اضطراب الشخصية المتعددة:

Narcolepsy: Narcolepsy is a sleep disorder where the affected individual falls asleep without warning. A person with narcolepsy can fall asleep while driving or while filming their family on vacation. The inability to control their sleep obviously causes challenges in their everyday lives.
الخدار:

Naturalistic Observation: Researchers use all sorts of techniques to collect data, ranging from very controlled lab experiments to natural observation. With naturalistic observation the researcher allows behavior to occur without interference or intervention at all. We all do this type of research when we do things like people watch. This is a great way to study behavior in "real settings" and to see behavior occur in its most natural state. The problem is that it's often difficult to study the behaviors you're most interested in without being intrusive.

الملاحظة الطبيعية:

Needs: We all have them, but what are they? A simple way to think about needs is that they are states of deprivation that emerge within the body. Hunger is a common urge or need that motivates you to go to the nearest refrigerator, dining hall or supermarket. The drive theory postulates that needs motivates us or living things to act and regain homeostasis.

الحاجات:

Negative Afterimage: A sensation of opposing colors that occur after staring at a colored stimulus. For example, if you were to stare at a green sheet of paper for an extended period of time, and then switch your focus to a white sheet of paper, an afterimage would appear on the white page. Negative afterimages are cause by stimulation fatigue from your eyes receptors.

الصورة البعدية العكسية:

Negative Reinforcement: With negative reinforcement the occurrence of a behavior is increased by removing an unpleasant stimulus. For example, your dog can avoid being spanked when it sits in response to your command. If the dog has been getting spanked, not getting spanked is rewarding (removal of unpleasant stimulus) so the frequency of the behavior will increase. People confuse negative reinforcement with punishment--just remember that with reinforcement you increase the occurrence of the behavior but punishment extinguishes a behavior.

التعزيز السالب:

Negative State Relief: A process in which people escape their depressed state by doing something good for others. For example, giving a homeless person a dollar bill may make you happier than the receiver. Giving the dollar lets you escape your unpleasant thoughts regarding the person's situation, and thus, allows you to maintain your mood.

التفريج عن الحالة السلبية :

Nervous System: The nervous system is a complex system of nerves which allows you to register touch, move, breathe, feel and think. The nervous system includes your brain, spinal cord, and the nerves that travel throughout your body.

الجهاز العصبى:

Neural Networks: A neural network is an artifical network or mathematical model for information processing based on how neurons and synapses work in the human brain. Using the human brain as a model, a neural network connects

simple nodes (or "neurons", or "units") to form a network of nodes - thus the term "neural network".

الشبكة العصبية:

Neurons: Neurons are nerve cells and the basic building blocks of our entire nervous systems. The neurons act as sensors for all types of stimuli and communicate the stimuli throughout the body. For example, neurons communicate to the brain that you should not leave your hand on a hot stove. In addition, the neurons are composed of 3 main components, the axon (the tail), the soma (the body), and the dendrites (the branch-like arms that stem from the soma). You can see an example of a neuron at: http://www.alleydog.com/images/2neurons.gif

الخلايا العصبية:

Neuroses: This is a general term applied to a variety of mild disorders or conditions that are characterized by anxiety and phobias that don't involve any altered senses of reality and don't effect the entire personality. When a person is neurotic, they don't have any breaks from reality, hallucinations, etc., but they do experience periods of clinical anxiety and/or phobias.

العصاب:

Neurotransmitters: Neural transmission (information being sent from neuron to neuron) works at both the electrical and chemical levels. When the space between two neurons is small enough the electrical signal can simply jump the gap and continue on its way. However, when the gap is too large, the signal must be converted from electricity to chemicals. These chemicals are neurotransmitters, which can be defined as chemicals released by neurons which carry information from one neuron to another. These chemicals are then

read or received by a neuron's synapses.

المرسلات العصبية:

Night Terrors: A disorder that interrupts your sleep. Individuals wake overcome by fear and an increased heart and respiratory rate. Unlike nightmares, night terrors do not occur in REM and there is no recollection of a bad dream.

الفزع الليلى:

Nonverbal Cues: Nonverbal cues are communication signals without the use of vocabulary. A facial expression of sadness would be an example of a nonverbal cue. How do you know when someone is happy with you even though they don't say they are happy? You may see nonverbal cues such as a smile, open arms, widened eyes, etc.

التلميحات غير اللفظية:

Normal Curve: A frequency curve where most occurrences take place in the middle of the distribution and taper off on either side. Normal curves are also called bell shaped curves. A "true" normal curve is when all measures of central tendency occur at the highest point in the curve. The normal curve is an important, strong, reoccurring phenomenon in psychology. An example of a normal distribution would be a frequency distribution of people's height. Most people would be of average height with extremes occurring on either side.

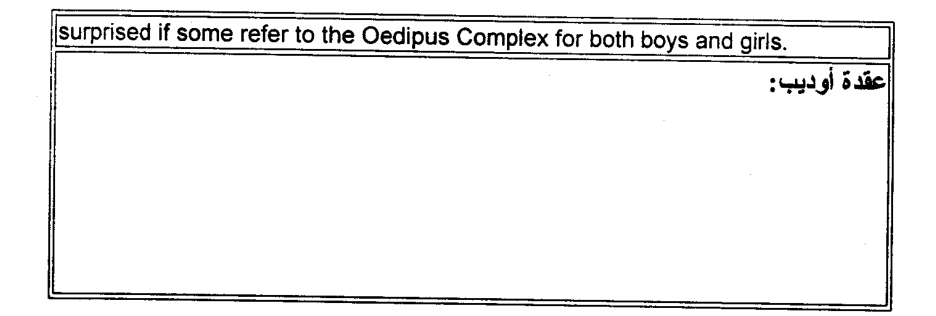
المنحنى الاعتيادى(الطبيعى):

Normative Social Influence: Sometimes people behave in ways just to gain approval from others, even if they don't necessarily believe in what they are doing. This is normative social influence -- influence resulting in the desire to gain approval or avoid disapproval. For example, if you go to a play, many times you will applaud when others do even if you didn't really like the play that much. You do this to avoid the diapproval of the other people.
التأثير الاجتماعى المعيارى:

Norms: Norms are the unwritten but understood rules of a society or culture for the behaviors that are considered acceptable and expected. For example, in some countries it is the norm to put large piercings through the face as decoration or indication of belonging to a particular group. This same behavior might be considered unacceptable in another place. Thus it would be a norm in one place and not in another.
المعايير:

Occipital Lobe: The brain can be divided into four main areas, one of which is the occipital lobe, which is the area of the brain located at the rear of the head. The occipital lobe is responsible for sight.
الفص القفوى:

Oedipus Complex: Within psychodynamic theory, the Oedipus Complex occurs during the phallic stage and is a conflict in which the boy wishes to possess his mother sexually and perceives his father to be a rival in love. According to Freud, the child must give up his sexual attraction for his mother in order to resolve this attraction and move to the next stage of psychosexual development. Failure to do so would lead the child to become fixated in this stage. Typically the Oedipus Complex refers to a boy wanting to possess his mother, while the Electra Complex refers to a girl wishing to possess her father. But don't be



surprised if some refer to the Oedipus Complex for both boys and girls.

عقدة أوديب:

One-Word Stage: During language development children go through stages during which their language gets better and better until they can finally speak fluently. The one-word stage, as the name implies, the stage in which children speak mainly in single words. For example, during the one-word stage a child isn't yet able to say "I want milk" so they say "milk". This stage occurs from about age 1-2, and then gives way to the two-word stage (seriously...it's true).

مرحلة الكلمة الواحدة:

Operant Behavior: In psychology we often compare and contrast two different types of conditioning or learning: operant conditioning and classical conditioning. Within each of these are types of learning. Operant behavior (which goes along with operant conditioning) refers to behavior that "operates" on the environment or is controllable by the individual. Operant behavior is done because it produces some type of consequence. For example, you are probably familiar with Pavlov's dog (classical conditioning) in which the dog salivated in response to meet powder. The dog couldn't control the salivation...that's classical conditioning. However, if the dog understood that by coming when called it would receive a treat, then it would be engaging in operant behavior.

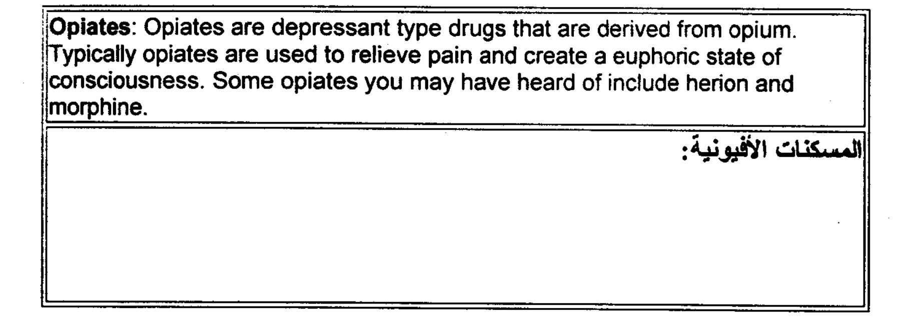
السلوك الاجرائى:

Operant Conditioning: Operant Conditioning is a type of learning in which a behavior is strengthened (meaning, it will occur more frequently) when it's followed by reinforcement, and weakened (will happen less frequently) when followed by punishment. Operant conditioning is based on a simple premise - that behavior is influenced by the consequences that follow. When you are reinforced for doing something, you're more likely to do it again. When you are punished for doing something, you are less likely to do it again. For more detailed information about operant conditioning, take a look at the B.F. Skinner Foundation located at: http://www.bfskinner.org/Operant.asp

الاشتراط الاجرائى:

Operational Definition: A statement of the procedures or ways in which a researcher is going to measure behaviors or qualities. For example, let's say you wanted measure and define "life change". You could do this by giving people the Social Readjustment Rating Scale and then operationally define "life change" as the score on the social readjustment rating scale.

التعريف الاجرائى:



Opiates: Opiates are depressant type drugs that are derived from opium. Typically opiates are used to relieve pain and create a euphoric state of consciousness. Some opiates you may have heard of include herion and morphine.

المسكنات الأفيونية:

Oral Stage: One of Freud's five psychosexual stages of development where pleasure is centered in and around the mouth. The oral stage is the initial stage of development. According to Freud, this is when infants will be found putting anything into their mouth including their thumbs.

المرحلة الفمية:

Outgroup bias: Outgroup bias, like ingroup bias, is a simple concept, but one that has very powerful affects on people, societies, and life in general. Outgroup bias is simply the tendency to have negative views about people that are not part of one's own group. The groups can be any groups you associate with at a particular time. So, for example, when you play on an intramural softball team that meets once a week, you are part of that softball team's ingroup; people who are on the other teams are part of the outgroup. Or, it can be something on a much more grand scale like, the situation between religious groups in Ireland. They have been killing each other for years, because they each perceive their own group as being the "right" and "good" group, while the other group (the outgroup) is "bad" and "evil".

التحيز ضد الجماعات الأخرى:

Overjustification Effect: There were some very cool studies many years back in which children were given opportunities to play with some toys. They really enjoyed playing with these toys -- it was fun for them. Then the researchers gave the children rewards for playing with the toys. Know what happened? The overjustification effect -- getting a reward for doing something that was intrinsically rewarding (it was fun to do all on its own) was now seen as totally different because they were getting rewarded for it. What happened was the kids no longer enjoyed playing with the toys. It became less about fun and more about "work". Still think that people do their best work if they get paid well for it?

تأثير التبرير المفرط:

يوجد عدد متواضع من الدراسات والتى أجريت منذ سنوات عدة مضت ، وفيها مُنح الأطفال فرصاً للعب ببعض اللعب . وهم مستمتعون حقاً باللعب بتلك اللعب ، فهو أمر مرح بالنسبة لهم.وعندئذ قدم الباحثون للأطفال مكافآت على لعبهم باللعب تلك.ترى ماذا حدث ؟ حدث مايعرف بتأثير التبرير المفرط، والذى يعنى أن الحصول على مكافآ ت على شئ ما كان مكافأً على نحو داخلى (من داخل الشخص)(كان مرحاً فى ذاته) أصبح يُنظر إليه على نحو مختلف تماماً ، وذلك لأنهم كوفئوا عليه.والذى حدث هو أن الأطفال لم يستمتعوا طويلاً باللعب باللعب ، ان الأمر أصبح أقل مرحاً و أصبح أكثر قرباً للعمل .أما ذلت تعتقد فى أن الناس يؤدون عملهم كأحسن مايكون اذا أعطوا أجراً جيداً عليه؟

Panic Attack: Panic attcks are symptoms of anxiety disorders where individuals experience brief episodes of intense anxiety. Physical symptoms involve increased heart rate, trembling, and adrenaline rushes. Often these people seem

to feel that they are going to lose control of themselves. These attacks generally are not attached to a specific event or object but instead seem to come from nowhere.

نوبة الفزع:
وهى أعراض لاضطرابات القلق حيث يتعرض الأفراد لنوبات وجيزة من قلق شديد. وتتضمن الأعراض الجسميةضربات القلب المتزايدة، الارتعاش، وزيادة افراز الادرنالين. وغالبية هؤلاء الأشخاص يظهرون شعوراً بأنهم يفقدون السيطرة على أنفسهم. وتلك النوبات لاتكون متعلقة بواقعة بعينها أو بموضوع بالذات ، بل انها تبدو وكأنها غير مرتبطة بأى مكان .

Paradoxial Sleep: Paradoxical sleep is another term for activated sleep, deep sleep, desynchronized sleep, rapid eye-moyement or REM sleep, para sleep, and rhombencephalic sleep. Since dreaming occurs almost exclusively during this sleep state, it is also called dreaming sleep or D-state. During paradoxical sleep your brain is very active, and your eyes move in a sharp, back and forth motion as opposed to a slower, more rolling fashion that occurs in other stages of sleep. However, even though your eyes are moving a lot and your brain is active, your muscles are in a state of almost complete paralysis. That's why it's paradoxical sleep--you're asleep, your brain is active and your muscles are inactive.

النوم النشط:
هو مصطلح مرادف للنومٌ لأن الأحلم تحدث حصريا تقريباً أثناء حالة النوم هذه، فيسمى كذلك بالنوم الحالم أوحالة الحلم. وأثناء النوم التناقض هذا يكون مخك نشطاً للغايةوتتحرك عيناك بصورة بارزة، ذهاباً وإياباوصعوداً وهبوطاً،إنها متغيرات متلاحقة ، تلك التى تحدث فى هذا النوع من النومأكثر ممايحدث فى مراحل النوم الأخرى. وبالرغم من أن عيناك تتحرك كثيراً ومخك يكون نشطاً ، إلا أن عضلاتك تكون مسترخية تماماًوهذا مايجعله نوماً- إنك نائم، مخك نشط ، بينماعضلاتك غير نشطة.

Parallel Distributed Processing Model: The Parallel Distributed Processing Model is a relatively new model regarding the processes of memory. The model postulates that information is not inputted into the memory system in a step by step manner like most models or theories hypothesize but instead, facts or images are distributed to all parts in the memory system at once. Older models hypothesized that information would consolidate first into sensory memory, then move to short-term memory, and then finally go to long-term memory.

نموذج المعالجة الموزعة المتوازية:
يُعد نموذجاً حديثاً نسبياً من نماذج معالجة الذاكرة. ويسلم هذا النموذج بأن المعلومات لاتكون مُدخلة إلى نظام الذاكرة بطريقة الخطوة خطوة كما تفترض معظم نماذج النظريات ، وبدلاً من ذلك تكون الحقائق أو التصورات مُوزعة على أجزاء نظام الذاكرة فى ذات الوقت. وقد افترضت النماذج الأقدم أن المعلومات ينبغي أن تثبت أولاً بالذاكرة الحسية، ثم تنتقل إلى الذاكرة قصيرة المدى ، ومن ثم تذهب أخيراً إلى الذاكرة طويلة المدى.

Paranoia: Paranoia is a psychological disorder in which the person has delusions of being persecuted by others or delusions of their own grandeur. Paranoia is a symptom of several different psychological disorders, including schizophrenia. Paranoid thinking often comes on gradually and develops into a very complex pattern of thought based on misinterpretations of real events.

البارانويا(جنون الهذاء):
اضطراب نفسى فيه يعانى الشخص من ضلالات بأنه مضطهد من قبل الآخرين أو ضلالات العظمة. وتعد البارانويا عرضاً لعديد من الاضطرابات النفسية، بمافيهاالفصام . ويحدث التفكير البارانوى غالباً بصورة متدرجة ، ويتطور إلى نموذج معقد من التفكير المبنى علىتفسيرات خاطئةللأحداث الواقعية.

Paraphilia: A sexual disorder where individuals only become aroused by inappropriate objects or fantasies. An example of this disorder is pedophilia, in which people may only be sexually attracted to and want to have sexual relations with young children.

بارافيليا:
اضطراب جنسى فيه يكون الأفاد المصابين به مستثارين جنسياً ـ فقط- بموضوعات أوتخيلات غير مناسبة. ويُعد عشق الصغار مثالاً على ذلك الاضطراب ، والذى فيه يكون الأشخاص منجذبين جنسيافقط،ويتوقون لممارسة الجنس مع صغار الأطفال.

Parietal Lobe: The area in the brain which plays a major part in touch, pressure

and temperature. The parietal lobe would inform you the temperature of a hard boiled egg and would allow you to pick up that egg with just enough pressure to hold it and not crush it.

الفص الجدارى:
منطقة بالمخ والتى تلعب دوراً فى اللمس ، الضغط،والحرارة. ويبلغك الفص الجدارى بسخونة البيض المسلوق ،مما يمكنك من التقاطها بضغطة خفيفة ومن ثم تناولها دون أن تتورط فى مضغها.

Partial Reinforcement: Partial reinforcement is reinforcing an organism only sometimes and not everytime the desired behavior occurs. Think of trying to teach your dog to sit. Will he learn to sit faster if you reward the dog every single time he sits when you tell him to or if you reward him only sometimes? Of course he will learn to sit slower using this partial reinforcement approach.

التعزيز الجزئى:
هو تعزيز الكائن الحى فى بعض الأوقات وليس فى كل وقت تظهر فيه الاستجابة . ماظنك بمحاولتك لآن تعلم كلبك أن يجلس. فهل سيتعلم الجلوس أسرع إذا كافأته فى كل مرة يجلس فيها عندما تقول له ذلك فقط ، أم إذا كافأته فى بعض المرات فقط؟ بالكبع سوف يتعلم أن يجلس على نحو أبطأ باستخدام طريقة التعزيز الجزئي

Passionate Love: Aren't new relationships great? You know that giddy feeling you get when you first fall in love? If you have intense feelings (positive feelings) toward the other person to the point of really being wrapped up in the other person, you have passionate love. This doesn't have to fade over time, but it often does. It's not realistic to expect this heightened state of emotion and passion to be maintained over a long period of time…but it sure is nice!

الحب العاطفى:
أليست العلاقات الجديدة شيئاً رائعاً؟ لعلك تعرف الشعور بالدوار الذى أصابك عند فشلك للمرة الأولى فى الحب؟ فإذا كنت تحمل مشاعر قوية(مشاعر ايجابية) نحو الشخص الآخرلدرجة أنك أصبحت متيماً به فعلاًفإنك تعيش حباً عاطفياً. وهذا الحب ينبغى أ لايفتر بمرور الوقت ، ولكنه يفتر. ومن غير المتوقع –فعلياً- استمرار هذه الحالة من الوجدان أو العاطفة لتبقى دائمة لفترة طويلة من الوقت ... ولكن من المؤكد أنها حالة جيدة.

Passive-Aggressive: When a person acts in a passive-aggressive manner, they are displaying aggression in a way that is indirect as opposed to direct

(like hitting or yelling). There is no direct anger or confrontation involved, but the person is expressing aggression indirectly. For example, if you are angry at your spouse who asked you to pick up several ingredients for dinner that night, and you somehow forget a couple of the items which make preparing the meal impossible, this might be considered a passive aggressive act.

عدوانى سلبى:
عندما يتصرف المرء على نحو عدوانى سلبى، إذ يظهرون عدوانا بطريقة غير مباشرة ، مناقضة للطريقة المباشرة(مثل الضرب والصراخ). حيث لايتضمن غضبا أو مواجهة مباشرة، ولكن الشخص يكون معبراً عن عدوانه على نحو غير مباشر. مثال على ذلك ، إذا كنت غاضباً من شريك حياتك الذى طلب منك توفير أصناف عديدة لعشاء الليلة، وها أنت قد نسيت لسبب أو لآخر صنفين ممايجعلان أعداد الوجبة مستحيلاً، لإن هذا النسيان يمكن اعتباره تصرفا عدوانيا سلبياً

Peak Experience: An experience in which an individual feels one with the universe. It is related to Maslow's Hierarchy of Needs where that higher-level needs will not be met until lower-level needs are satisfied. A peak experience would most likely be experienced at Maslow's highest level: self-actualization.

خبرة القمة:
خبرة فيها يشعر المرء بالكلية.وهى مرتبطة بهرمية ماسلوللحاجات حيث لاتشبع حاجات المستوى الأعلى إلا بعد أن تكون حاجات المستوى الأدنى قد أشبعت. ومن المرجح أن تتحقق خبرة القمة فى المستوى الأعلى من هرمية ماسلو: تحقيق الذات.

Perception: The process in which we understand sensory information. Illusions are powerful examples of how we misinterpret sensory information and perceive information incorrectly.

الادراك:
الإدراك هو العملية التى من خلالها نفهم المعلومات الحسية. وتُعد الخداعات أمثلة قوية على الكيفية التى بها نخطئ فى تفسير المعلومات الحسية وكيف نستقبل المعلومات بصورة خاطئة.

Perceptual Constancy: Perceptual constancy is the ability to recognize that an object or organism has not changed (remained the same object or organism) even though other stimuli have changed. For example, when you go to a school reunion you will be able to recognize the other people from your class even though their physical characteristics may have changed such as increased weight, hair loss, etc.

الثبات الادراكى:
هو القدرة على إدراك أن موضوعاً ما ، أو كائناً ما لم يتغير(باق كما هو نفسه)حتى لو أن بقية المثيرات قد تغيرت.مثال على ذلك، عندما تذهب إلى لقاء رفقاء المدرسة القدامى، يكون بمقدورك أن تميز رفقاء فصلك حتى وإن كانت ملامحهم البدنية قد تغيرت ، كزيادة أوزانهم أو تساقط شعورهم؛ وما إلى ذلك.

Performance Appraisal: A process in where an individual's performance is scored and feedback is given. A large component in psychology is trying to measure human behavior. Performance appraisals are often used in the work place to inform employees on their work progress. Promotions, bonuses and training needs are often based on the information provided by a performance appraisal.

تقييم الأداء:
العملية التى بها يكون أداء الفرد مقدراً بنقاط مع تزويده بتغذية راجعة.والمكون الأكبر فى علم النفس يتمثل فى محاولةقياس السلوك الإنسانى.ويستخدم تقييم الأداء غالباً فى نطاق العمل لإعلام الموظفين بتقدمهم فى عملهم. ،وترقيتهم، وعلاواتهم، واحتياجاتهم التدريبية، والتى تكون مبنية على المعلومات المتوافرة من تقييم العمل.

Peripheral Nervous System: The peripheral nervous system controls all voluntary and involuntary muscles and glands. Essentially, the peripheral nervous system contains all your nerves and nerve bundles excluding the brain and spinal cord.

الجهاز العصبى الطرفى:
يتحكم الجهاز العصبى الطرفىفى كافةالعضلات الإرادية ، واللاارادية، والغدد. وعلى نحو أساسىفإن الجهاز العصبى الطرفى، يضم كل أعصابك والضفائر العصبية باستثناء المخ والحبل الشوكى.

Personality: Personality is a person's unique behavioral and cognitive patterns; OR, a person's unique consistent pattern of thinking, feeling, and acting. For example, some peoples' personality tends to be shy and introspective while others tend to be outgoing and extroverted. Because personalities, by definition, are stable patterns which cannot be changed easily, there has been great debate between personality theorists and social psychologists about the actual impact of personality on behavior, thought, and emotion. For example if someone is shy, does that mean that they will virtually never act in an outgoing manner?

الشخصية:

هي النماذج السلوكية والمعرفية الفريدة للشخص؛ أو ، النموذج الثابت والفريد للشخص في التفكير، والشعور، والتصرف. مثال على ذلك،أن شخصية بعض الناس تنزع لأن تكون خجولة ومستبطنة، بينما شخصيات أخرى تنزع لأن تكون منطلقة ومنبسطة. ونظراً لأن الشخصيات ، وفق تعريفها، بمثابة نماذج مستقرة لايمكن أن تتغير بسهولة، فإن هناك جدلا كبير ا بين منظرى الشخصية ، وعلماء النفس الاجتماعى بشأن التأثير الفعلى للشخصية على السلوك، التفكير، والوجدان. مثال على ذلك، إذا كان شخص ما خجولاً ،فهل يعنى هذا أن تلك الشخصية لن تتصرف مطلقاً على نحو انفتاحى أبداً بالفعل؟

Personality Disorders: People with personality disorders have personalities that are outside social norms. Very often these people are not even aware that their maladaptive behaviors and personalities are so different than those of other members of their society. In addition, these behaviors are personalities are usually so ingrained that the person accepts them as completely normal and has no desire to change them. There are many different personality disorders, including, paranoid personality disorder, obsessive-compulsive personality disorder, schizophrenic personality disorder, and more.

اضطراب الشخصية:

الأشخاص المصابين باضطرابات الشخصية لديهم شخصيات خارجة عن المعايير الاجتماعية.والغالبية العظمى من هؤلاء الناس لاتكون حتى واعية بأن سلوكياتها لاتكيفية، وتكون تلك الشخصيات مختلفة للغاية مقارنة ببقية أفراد المجتمع. يضاف لما تقدم، فإن السلوكيات والشخصيات تكون متأصلة (مغروسة بالنفس) لدرجة أن الشخص من هؤلاء يقبلها بوصفها طبيعية تماماً ولاتكون لديه رغبة في تغييرها.وهناك اضطرابات متعددة للشخصية، تشمل اضطراب الشخصية البارانوية، اضطراب الشخصية الوسواسية القهرية، اضطراب الشخصية الفصامية، وغير ذلك.

Person-Centered Therapy: Created by Carl Rogers, this form of humanistic therapy ال the ways in which people perceive themselves consciously rather than having a therapist try to interpret unconscious thoughts or ideas. There are many different components and tools used in person-centered therapy including active listening, genuineness, paraphrasing, and more. But the real point is that the client already has the answers to the problems and the job of the therapist is to listen without making any judgements, without giving advice, and simply help the client feel accepted and understand their own feelings.

العلاج المتمركز على الشخص(العميل):
ابتدعه كارل روجرز، وهو يشكل العلاج الإنسانى الذى يعتمد الأساليب التى تتيح للأشخاص بأن يدركوا أنفسهم على نحو شعورى بدلاً من لجوء المعالج إلى تفسير النوايا والأفكار اللاشعورية. وهناك عناصر وأدوات تستخدم فى العلاج المتمركز على الشخص تشمل الاستماع النشط، الأصالة ، إعادة الصياغة، وغير ذلك. والنقطة الجوهرية تتمثل فى أن العميل لديه بالفعل الإجابات (ا لحلول) لمشكلاته، بينما يتمثل عمل المعالج فى الاستماع دون أن يصدر أية أحكام، وبدون إسداء نصائح، ومساعدة العميل- ببساطة- على أن يشعروا بأنهم أكثر تقبلاً وفهماً لمشاعرهم الخاصة .

Phallic Stage: One of Freud's five psychosexual stages of development where pleasure is centered around the genital region. The phallic stage is the third stage of development and usually is between ages 3 and 7. It is this stage where the child learns that there is a difference between males and females.

المرحلة القضيبية:
إحدى مراحل النمو النفسى الجنسى لفرويد حيث تكون اللذة متمركزة حول المنطقة التناسلية. والمرحلة القضيبية هى المرحلة الثالثة من النمو وعادة ماتقع بين ثلاث وسبع سنوات ،إنها تلك المرحلة التى يتعلم فيها الطفل أن هناك اختلافاً بين الذكور والإناث.

Phi Phenomenon: Ah Christmas, such a warm, family-oriented, wonderful time. And a time of visual illusion! One such visual illusion is the phi phenomenon in which lights next to each other blinking on and off in succession appear to actually move. For example, a string of lights across a house appear to "run" even though you know it's just one light turning off and the one next to it turning

on and so on down the line.

ظاهرة فاى:

إنه عيد الميلاد، شئ من الدفء ، ومناسبةرائعة للاهتمام بالأسرة. ووقت للخداع البصرى! وأحد تلك الخداعات البصرية مايعرف بظاهرة فاى والتى فيها تتابع الأضواء فى ومضاتمتتالية فتبدو وكأنها متحركة بالفعل. مثال على ذلك ، عقد الاضاءة المنصوب على المنزل يبدو كأنه" يجرى" بالرغم من أنك تعرف أنه ضوء واحد فقط يفصل وضوء آخر يُشغل وهكذا يسقط الضوء على سلكه.

Philosophy: Philosophy can be defined as the investigation (or study) of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods. As this definition suggests, philosphers do not draw conclusions or seek truth by examining observable events (empiricism) but rather by using rationalism -- drawing conclusion by reasoning and logic. In other words, they don't conduct studies, gather data, run tests, and allow the data to guide conclusions, but use reasoning instead.
Psychology grew out of philosophy (and physiology). Philosophers grappled with psychological questions hundreds of years ago, such as: how do sensations become mental thoughts? Example - how does the feel of a hand stroking your face become a thought? And then if I ask you to imagine that feeling, can you do so?

الفلسفة:يمكن أن تُعرّف بأنها البحث فى الطبيعة، العلل، أو مبادئ الواقع، والمعرفة ، والقيم ، اعتماداً على التفكير المنطقى بدلاً من المناهج الواقعية. وكما يشير هذا التعريف ، فان الفلاسفة لايتوصلون ألى استنتاجات(خلاصات)أو يبحثون عن الحقيقة من خلال تناول الوقائع الملاحظة(مبدأ الواقعية) ولكن يستعيضون عن ذلك باستخدام المنطقية— والتوصل إلى الاستنتاج عن طريق التفكير والمنطق. أى أنهم لايقومون بإجراء الدراسات ، ولا بجمع البيانات ، أوبتطبيق الاختبارات، ولا السماح للبيانات أن تسبق الخلاصات ، ولكنهم يستخدمون التفكير بدلاً من ذلك.
لقد انفصل علم النفس عن الفلسفة(وعن علم وظائف الأعضاء). لقد عُني الفلاسفة بالمسائل النفسية على مدى قرون مضت، من قبيل: كيف تتحول الإحساسات ألى أفكار ذهنية؟ مثل_ كيف يصبح شعورك بأن يدأ ما صفعتك على وجهك، فكرة ما؟ وإذا طلبت منك أن تتخيل هذا الشعور ، هل بوسعك ذلك؟

Phobias: Phobias are unsound or illogical fears of objects or events. It is thought that phobias are learned or conditioned responses from early childhood experiences. For example, I know of a person who is uncontrollably afraid of birds (known as Ornithophobia - not bad, eh?). After speaking about her fear, I found that her mother used to put bird feathers on furniture, in rooms and other areas where she was not allowed. To this day, she refuses to go into pet stores

where there are birds or sleep on a down pillow. Her mother unknowingly conditioned her to believing that birds are dangerous!

المخاوف المرضية:
مخاوف لاأساس لها، وغيرمنطقية من الموضوعات أو الوقائع. ويُعتقد بأن تلك المخاوف تكون استجابات متعلمةأو اشتراطية من خلال خبرات مرحلة الطفولة المبكرة . مثال على ذلك، أنا أعرف عن شخص ما ينتابه الخوف العارم من الطيور(المعروفة باسم فوبيا الطيور_ ليست سيئة، مارأيك؟ بعد حديثها عن خوفها، ولقد وجدت أن أمها وقد اعتادت على وضع ريش الطيور على الأثاث ، فى الغرف وفى مواضع أخرى من تلك التى لاتسمح هى بها. وحتى يومنا هذا ، ماتزال ترفض أن تذهب إلى محلات الحيوانات الأليفة حيث توجد طيور أو أن ينام على وسادة وثيرة(من الريش مثلاً) إن أمها قد علمتها على نحو شرطى الإعتقاد بأن الطيور خطرة.

Phobic Disorder: A person with a phobia, technically has a phobic disorder. For example, if a person is uncontrollably afraid of birds (Ornithophobia) they might be diagnosed with the phobic disorder, Ornithophobia.

الاضطراب الرهابى:الشخص المصاب بالفوبيا ، يعانى فنياً من اضطراب خوافى. مثال على ذلك،إذا كان شخص ما ينتابه خوف عارم من الطيور(فوبيا الطيور)فإنه يُشخص بأنه مصاب باضطراب خوافى' بفوبيا الطيور.

Phonemes: Phonemes are sets of basic sounds (in fact, the smallest set of sounds) that are the building blocks to all spoken language. Unlike morphemes, phonemes are not units of speech that convey meaning when used in isolation.

أصوات أسا سية:
مجموعة من الأصوات الأساسية(بالأحرى مجموعة أصغر من الأصوات) والتى تُعد لبنات البناء لكل لغة منطوقة.وخلافاً للمقاطع اللغوية، فإن الأصوات الأساسية ليست وحدات للحديث تحمل المعنى عندما تستخدم بمفردها.

Phrenology: At one point in time, psychologists believed that behavioral characteristics of humans could be described by measuring the bumps on their heads. The technique was established by Francis Gall in the early 1800's and, as you can imagine, it didn't last long as he couldn't establish solid results. However, it did set the stage for later developments and approaches to measuring specific areas of the brain (so it wasn't all bad :).

علم فراسة الدماغ:

فى وقت من الأوقات ، إعتقد علماء النفس فى أن الخصائص السلوكية للبشر يمكن أن توصف عن طريق قياس النتوءات الموجودة بأدمغتهم . وقد أسس هذا الأسلوب على يد فرانسيس جول فى أوائل القرن التاسع عشر، وهى كما يمكنك تخيله ، لم يصمد هذا التصور طويلاً نظراً لأنه أخفق فى توفير نتائج قوية وبالرغم من أنها تعد مرحلة لتطورات ونظريات لاحقة فى قياس جوانب بعينها من الدماغ(لذا فإنها ليست سيئة كلها)

Pituitary Gland: The pituitary gland, which is part of the endocrine system, is a small structure located just below the hypothalamus. This is a very influential gland releases hormones that affect your growth as well as influencing the activities of other glands. For this reason the pituitary gland is often referred to as the master gland.

الغدة النخامية:

جزء من نظام الغدد الصماء ، صغيرة الحجم، وتقع أسفل ماتحت المهاد. وهى غدة بالغة التأثير ، إذ تفرز الهرمونات التى تؤثر فى نموك ، إلى جانب تأثيرها فى أنشطة بقية الغدد. لهذا السبب يشار للغدة النخامية بوصفها الغدة المهيمنة.

Placebo (placebo effect): A placebo is any substance that is not known to have any pharmacological effects (produces no meaningful changes in an organism, either chemical, biological, etc.) that is made to look like an active ("real") drug. Sometimes the act of taking a pill produces an effect if the person believes the pill is active. To compensate for this, scientists often give placebos to determine if an effect is due to the "real" drug or from the act of just taking a pill. For additional information, see Control Condition.

دواء موح (خال من المادة الفعالة):

هو مادة غير معروف أن لها أى تأثيرات دوائية(لاتحدث أية تغييرات جوهرية فى الكائن الحى (الإنسان)سواء كيميائية أو حيوية أو غيرها) تصنع لتبدو مطابقة للدواء الفعال(الحقيقى) وأحياناً يؤدى تناول تلك الحبة(القرص) إلى إحداث تأثير ما إذا كان الشخص يعتقد فى أنها فعالة. وللاستعاضة عن ذلك يعطى العلماء الأدوية الموحية(الوهمية) لحسم ما إذا كان تأثير ما يمكن رده إلى الدواء الحقيقى أم أنه ناشئ فقط عن مجرد تعاطى الحبة. لمعلومات إضافية ، أنظر شرط التحكم.

Pleasure Principle: The principle in which the id operates on. According to Freud, the id is the part of your personality that wants instant gratification of what you desire. The id is unconcerned with the consequences of acting on these urges as long as it obtains total gratification immediately. It is fair to say that discomfort is not one of the id's strong points and only operates on one principle: pleasure.

مبدأ اللذة:
المبدأ الذى تعمل به ال"هى". فوفقا لفرويد ، تُعدُ ال"هى" بمثابةالجزء من شخصيتك الذى يريد اشباعا فوريا لما ترغبه.ولا تعبأ ال"هى" بتوابع إطلاق العنان لتلك الحفزات مادامت تحصل على الإشباع الفورى.والتامولعله من الإنصاف القول بأن كل ماليس أمرا مريحا يُعد مخالفا لأبرز مايميز ال"هى" ؛ فهى التى تعمل فقط وفق مبدأ واحد هو : اللذة.

Pollyannaish: Someone who is pollyannaish is very upbeat and/or optimistic. Sometimes people can seem unrealistically optimistic, even in the face of really negative events. This is a problem when the optimimism seems inappropriate or socially abnormal (outisde the norm for your society or culture). But in general, being pollyannaish is just a form of being highly optimistic.

شخص مفرط التفاؤل (اسم اسطورى)
الشخص الذى يطلق عليه هذا الوصف" بولايانش" هو من يكون مبتهجا جداً ، أو متفائلاً للغاية. ففى بعض الأحيان يكون الأشخاص متفائلين على نحو غير واقعى.حتى وهم يواجهون أحداثا مؤسفة. وتلك مشكلة حيث يبدو التفاؤل غير ملائما أو غير سوى اجتماعيا(أى مخالفا لمعيار مجتمعك أو ثقافتك). ولكن أن تكون بولايانش ، إنما يشير – بصفة عامة- إلى كونك متفائلاً بدرجة عالية.

Pons: One of the structures located in the lower brain stem just above the spinal cord. Pons act as a major pathway for motor and sensory information between the body and higher level brain functioning.

القنطرة:
أحد التكوينات الموجودة بأسفل جذع المخ قبيل الحبل الشوكى مباشرة ، وتعمل كممر رئيسى للمعلومات الحسية والحركية بين الجسم والمخ الراقى.

Population: When conducting research there are lots of factors to consider. Psychologists may want to study, for example, the effect of some new test on all college students, but this is obviously not possible. Instead, what they do is test on a sample or a smaller group of college students. In this example, everyone who could possibly be a participant in the study (meaning, all college students) is part of the population. College students would be the population the researcher wants to study and from which they select a sample.

مجتمع البحث

عندما تجرى بحثا فإن هناك عوامل عديدة ينبغى أن تؤخذ فى الحسبان.فقد يريد الباحثون النفسيون دراسة -مثلاً- تأثير أسلوب جديد للإختبار على جميع الطلاب ، إلا أن ذلك يُعد - بداهة - أمراً غير ممكن.عوضا عن ذلك يقومون باجراء الاختبار على عينة او مجموعة أصغر من طلاب الكلية . وفى هذا المثال ، يمكن لكل فرد أن يكون مشاركا فى هذه الدراسة.(يعنى كل طلاب الكلية) يُعدُ جزءاً من مجتمع البحث. فطلاب الكلية هم مجتمع البحث الذى يهدف الباحث إلى دراسته ، والذى منه يختار عينته.

Positive Regard: According to Carl Rogers, people have two fundamental psychological needs, positive self regard and self-actualization. Positive self regard refers to the need for love, affection, and respect from other people. Rogers concluded that most people seem to satisfy this need in a reasonable manner.

النظرة الايجابية:

وفقاً لكارل روجرز ، فإن لدى الناس حاجتان نفسيتان أساسيتان، النظرة الإيجابية للذات، وتحقيق الذات. وتشير النظرة الايجابية للذات إلى الحاجة للحب، العاطفة، والاحترام من قبل الآخرين. وقد خلص روجرز إلى أن الناس يبدو أنهم يشبعون تلك الحاجة على نحو معقول.

Positive Reinforcement: A stimulus which increases the frequency of a particular behavior using pleasant rewards. A doggy treat can pleasantly coerce your new puppy to sit (positive reinforcement) just as a pull to the choke collar can achieve the same affect (negative reinforcement). The difference is that the positive reinforcer is pleasant, but make sure you understand that both increase the frequency of the behavior!

التعزيز الموجب:
مثير ما يزيد من تكرار سلوكاً بعينه باستخدام مكافآت مرغوب فيها، فمعاملة كلابية (مداعبة) من شأنها أن تجبر كلبك الصغير على أن يجلس(تعزيز ايجابى) تماماً كما بوسع سحبه بطوق الرقبة أن يفعل نفس الشئ(تعزيز سلبى) الفارق هو أن المعزز الإيجابى يكون ساراً ، وتأكد من أنك تفهم أن كلا المعززين يزيد من تكرار السلوك.

Postconventional Level: Postconventional level is the third and final level of Kohlberg's moral development taxonomy where individuals enter the highest level of morale development. People who have reached this stage of development are concerned with the innate rights of humans and guided by their own ethical principles. An individual in this stage of development may believe it acceptable to steal experimental animals in order to save the animals' lives. They believe it to be the moral thing to do even though they are breaking state and federal laws.

مستوى الحكمة:
هو المستوى الثالث والأخير من تصنيف كولبرج للنمو الخلقى حيث يدخل الأفراد فى المستوى الأعلى من النمو الخلقى . والأشخاص الذين يبلغون هذه المرحلة من النمو يكونوا معنيين بالحقوق الفطرية للبشر ويكون رائدهم فى ذلك مبادئهم الأخلاقية. والفرد فى هذه المرحلة من النموقد يعتقد أنه من المقبول سرقة حيوانات التجارب من أجل حماية حياة تلك الحيوانات . أنهم يعتقدون بوجوب فعل ماهو أخلاقى حتى لو أدى ذلك إلى مخالفة قوانين الولاية والقوانين الفيدرالية .

Preconscious: The preconscious, according to Freud, is the area that lies between conscious awareness and the unconscious. When thoughts are in the preconscious they are not at the conscious level nor are they buried in the unconscious but they are in between and can be retrieved or called into consciousness. According to Freud, this is an area where thoughts stay temporarily, not permanently.

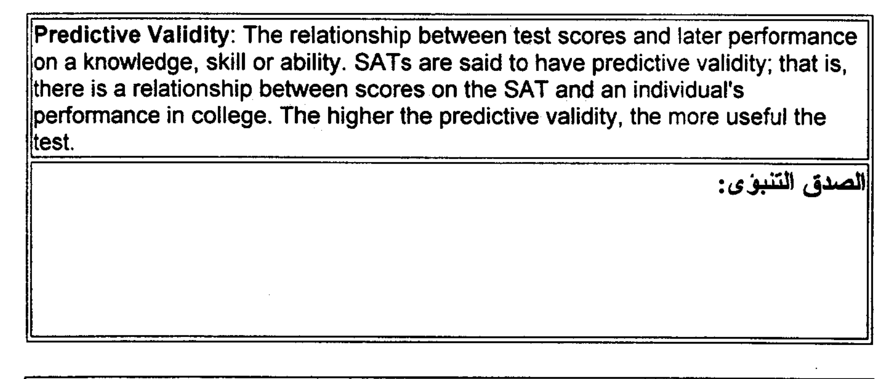
ماقبل الشعور:

Post-Traumatic Stress Disorder: Post-traumatic stress disorder is a psychological disorder where individuals suffer nightmares and other types of emotional distress from a traumatic past experience or set of experiences. Stimulus that reminds them of the event or events can cause flashbacks and irritability.

اضطراب انضغاط مابعد الصدمة:

Preconventional Level: The first level of Kohlberg's moral development taxonomy where individuals' ethical principles are guided by the consequences of the action and the benefit awarded to him or herself. At this level of development, a child may not take a piece of candy from another because he or she is afraid of being punished opposed to being guided by feelings of morality or an understanding of the law.

المستوى التقليدى:



Predictive Validity: The relationship between test scores and later performance on a knowledge, skill or ability. SATs are said to have predictive validity; that is, there is a relationship between scores on the SAT and an individual's performance in college. The higher the predictive validity, the more useful the test.

الصدق التنبوى:

Prejudice: There are many different definitions or ideas about prejudice, but let's make this simple. Prejudice is a negative, usually unjustified attitude directed toward people simply because they are members of a specific social group. For example, if a person believes that people from Bali are less intelligent than people from Nepal, that person would be prejudice toward those from Bali. Often times prejudice involves broad, sweeping generalizations about others.

التحيز:

Premack Principle: This is a principle of operant conditioning originally identified by David Premack in 1965. According to this principle, some behavior that happens reliably (or without interference by a researcher), can be used as a reinforcer for a behavior that occurs less reliably.

For example, most children like to watch television--this is a behavior that happens reliably (they learn to like TV all on their own and it is something they will do willingly without any interference from their parents)--and parents often use this behavior to reinforce something children like to do less such as washing dishes. So, some parents might condition children to wash dishes by rewarding dish washing with watching television. I'm not saying that is the right thing to do, only that it is an example of the Premack Principle.

مبدأ بريمك:

Preoperational Stage: The preoperational Stage is one of Piaget's four stages of cognitive development. Infants between the ages of 18 and 24 months acquire the ability to visualize objects and events mentally. Playing house and war games are an example of a children's ability to do this. At 7, the child moves to the next stage: Concrete Operations.

مرحلة ماقبل العمليات:

Primacy Effect: This is the tendency for the first items presented in a series to be remembered better or more easily, or for them to be more influential than those presented later in the series. If you hear a long list of words, it is more likely that you will remember the words you heard first (at the beginning of the list) than words that occurred in the middle. This is the primacy effect. You should also note that you will be likely to remember words at the end of the list more than words in the middle, and this is called the recency effect.

تأثير الأسبقية:

Primary Reinforcer: This is a term used in conditioning, and it refers to anything that provides reinforcement without the need for learning to an organism. This means that the reinforcer is naturally reinforcing to the organism. For example

water is naturally reinforcing because organisms don't need to 'earn to be reinforced by it, they naturally get reinforced especially in times of being thirsty.

المعزز الأولى:

Primary Sex Characteristics: Men and women both have have hair on our heads, our face, etc. However, primary sex characteristics are body structures that are specific to sex. Females have ovaries whereas men have testes. These are primary sex characteristics because they are specific to the sex of the person (men typically don't have ovaries) and are related to reproduction.

الخصائص الجنسية الأساسية(الأولية):

Privation: This term refers to being deprived of something or being in a state of deprivation. For example, going without water for a couple of days creates a state of privation in which the person is motivated to drink water.

الحرمان:

Proactive Interference: Difficulty in learning new information because of already existing information. For example, an English speaking person may have greater difficulty learning Spanish because of his or her tendency to want to apply English grammar to the new language. Some people have a harder time learning how to drive an automatic vehicle because of their preexisting knowledge of how to drive a stick shift. The driver may want to use his or her left foot for the break where they are used to having the clutch. The same person may have learned to drive an automatic more easily without his or her knowledge of a standard car.

التداخل (الكف) القبلى:

Procedural Memory: Procedural memory is the most basic and primitive form of memory. As the name implies, this is the type of memory we have for "procedures" or for basic associations between stimuli and responses. For example, the process or procedure for riding a bike. Once you've learned this procedure (ie, made the association between the stimulus and appropriate responses) it is stored as a procedural memory. You've learned to respond with the appropriate set of behaviors and adapted properly to your environment.

الذاكرة الاجرائية:

Projection: Projection is one of the defense mechanisms identified by Freud and still acknowledged today. According to Freud, projection is when someone is threatened by or afraid of their own impulses so they attribute these impulses to someone else. For example, a person in psychoanalysis may insist to the therapist that he knows the therapist wants to rape some women, when in fact the client has these awful feelings to rape the woman.

الاسقاط:

Projective Test: A test which requires an individual to respond to indistinct stimuli. The individual's interpretation about the stimuli is meant to reveal aspects of their personality. The Rorschach, which has individuals describe various ambiguous inkblot pictures is a classic example of a projective test. These types of tests usually work the following way: A test taker is presented with a dark circular drawing and is asked to describe what he or she sees. Let us say that the test taker states that it is a basketball, the test scorer may then presume that the individual likes sports and probably favors basketball oppose to tennis or any other sport. This type of reasoning is a primary illustration of how these types of tests work.

اختبار اسقاطي:

Prototype: A prototype is the BEST example or cognitive representation of something within a certain category. Prototypes are used to enhance memory and recall, since you can keep a prototype of something and then match new, similar things to the prototype in order to identify, categorize, or store this new thing. For example, if I ask you to imagine a dog, what do you imagine? You may consider a German Shepard your prototype for a dog by which you compare all other dogs. So if you see another dog, you could say that other dog is small (compared to your prototype), heavy, ugly, beautiful, etc.

تصور نمطي:

Psychiatrist: A psychiatrist is different from a psychologist in that a psychiatrist has a medical degree (as opposed to a PhD) and can prescribe medications.

طبيب نفسي:

Psychoanalysis: Sigmund Freud is the most famous developer of this therapy approach. The therapy concentrates on bringing forward repressed unconscious thoughts. Freud believed that the ego and superego spent a considerable amount of energy to keep these feelings and thoughts repressed. It was this repression and the development of defense mechanism that left these hidden conflicts unresolved. Freud thought that these unresolved conflicts prevented normal psychosexual development, which in turn cause personality disorders. One of his most common techniques to bring these thoughts to the consciousness was the use of free association.

التحليل النفسي:

Psychoanalytic Perspective (psychoanalytic approach): The psychoanalytic approach focuses on the importance of the unconscious mind (not the conscious mind). In other words, psychoanalytic perspective dictates that behavior is determined by your past experiences that are left in the unconscious mind (people are unaware of them). This perspective is still based on Freud's psychoanalytic perspective about early experiences being so influential on current behavior, but the focus on sex is not as great.

المنظور(المنحى) التحليلى النفسي:

Psychodynamic Perspective: This psychological perspective originated from Freudian psychoanalysis which emphasizes the unconscious components such as conflicts, instinctual energies, etc. Many of Freud's students of psychoanalysis broke off and went their own way, but kept the main aspect of psychoanalysis (the unconscious). As a result, the term psychodynamic is a more general term that incorporates all of these components, but keeps the unconscious as a primary element. The more hard line, scientifically focused psychologists often dismiss this perspective specifically because of the emphasis on the unconscious – their claim is, since you can't observe it, you can't measure it, so how can it be science. You be the judge.

المنظور النفس-دينامى:

Psychology: The study of an organism's thoughts, feelings, and behavior and how these processes are effected by the environment, physical states, and mental states. The questions that psychology tries to answer are often complex and concern many different variables.

علم النفس:

Psychopathology: I wish I could come up with a really new and clever way of describing this, but it is simply the study of psychological disorders. Many people confuse psychopathology with "psychology" itself. However, there is more to psychology than illnesses or disorders that I can even begin to describe. But there are many professionals that actually study psychological disorders (what they are, where they come from, how do we classify them, etc.)...this is psychopathology.

علم الأمراض النفسية:

Psychophysics: Fechner started this area of psychology that addresses the relationship between psychological experiences and physical energy. A psychophysicist might look at the speed at which electrical impulses travel from the brain to the limbs, or how we perceive different light waves.

علم النفس البدنى(السيكوفيزيقا):

Psychophysiological Illness: There is a strong connection between mind and body. Most people are quick to recognize this when we speak about information traveling from the brain to body parts and other such events. However, when asked if the brain can create illnesses, many people say no. However, psychophysiological illnesses, which include any stress-related physical illnesses, are very real. Some examples of these include ulcers, headaches, high blood pressure, heart disease, etc. Remember, the mind controls hormones, chemicals in our bodies, etc., so if the mind tells glands to release certain chemicals that may be harmful to us, the body does it and we pay the price.

الاعتلالات الفسيولوجية النفسية:

Psychoses: Psychoses is a severe mental disorder in which the person experiences delusions, hallucinations, breaks from reality, and a variety of other extreme behavioral disturbances. This is severe enough that the person typically has to be institutionalized.

الذهان:

Psychosexual Stages of Development: Freud believed there to be five stages of psychosexual development: Oral, Anal, Phallic, Latent and Genital. At each of these stages, pleasure is focused on a particular part of the body. Too much or too little pleasure in any one of these stages caused a fixation which would lead to personality or psychological disorders. For example, too much pleasure in the phallic stage could lead to obsessive masturbation and sexual dysfunction as an adult.

مراحل النمو النفسى الجنسى:

Psychosocial Development: Erikson's theory of psychosocial development includes eight stages of development. At each stage there is a different and specific conflict that the individual must resolve in order to move to the next stage of development. If the person is unable to resolve a conflict at a particular stage, they will confront and struggle with it later in life. According to Schultz and Schultz (1987), "The person is faced with a choice between two ways of coping with each crisis, an adaptive or maladaptive way. Only when each crisis is resolved, which involves a change in the personality, does the person have sufficient strength to deal with the next stages of development". So you see, this theory is based on encountering and resolving conflicts, which helps the person establish a sense of identity and move from one developmental stage to the next. It's important to note that this theory of development removes the emphasis on sex, like Freud's psychosexual theory of development has.

النمو النفسى الاجتماعى:

Psychosomatic: I find this to be a really interesting concept because people often have such incorrect ideas about it. I have often heard people say, "you're not really sick...it's psychosomatic." Or when I suggest that some problem they're having is psychosomatic they respond by saying, "Oh no, the pain (or whatever the symptoms are) are real." These responses imply that psychosomatic means fake and that there are no real symptoms or illnesses. However, a psychosomatic illness or symptom is indeed real...very real, but is brought on by mental processes. In other words, a psychosomatic illness is an illness that is brought on by the mind and not from a virus, bacteria, injury, etc.

For example, many people experience stomach pains when they are dealing with a stressful mental situation (e.g., getting all worked up before a really important test). These stomach pains are absolutely real, as are the chemical reactions occurring in the body as a result of the person's thought process (thinking about the test). But, the stomach pains are not caused by some stomach infection or air born virus, but rather the process of thinking about the stressful event which in turn triggers all sorts of chemical and biological events to happen and eventually cause the stomach pain. Remember, psychosomatic pains, illnesses, etc. are very real, but are brought on by thought or the mind rather than bacteria, injury, etc.

نفس-جسمی:

Psychosurgery: A method to cure psychological disorders through brain surgery. One of the more salient examples of psychosurgery (and one that's seen most often in movies) was the use of prefrontal lobotomies often done in the 1940s and 1950s to reduce aggressive behavior in people with mental illnesses.

Psychosurgery has a long history and may have started as far back as 40,000 years ago when it was done to get rid of demons or the "stone of madness" (it was believed that there was some little part of the brain responsible for mental illness so if you just cut that part out you cured the patient). In 1894 the first "rational" (or scientific) psychosurgery was conducted by a Swiss surgeon. Today psychosurgery is still done but it's radically different; today it involves lasers, very precise work on specific areas of the brain, and can be done without opening the skull. More information about psychosurgery is available at: http://www.epub.org.br/cm/n02/historia/psicocirg_i.htm

الجراحة النفسية:

Psychotherapy: When people talk or think about psychological therapy, they are really referring to psychotherapy. Psychotherapy is any type of therapeutic situation between a trained professional and someone seeking help. There are more than 250 different types but the most well known are psychoanlysis, humanistic, behavior therapy, and cognitive therapy.

العلاج النفسي:

Punishment: Any stimulus that represses a behavior. It is important to note that punishment is not the same as negative reinforcement. Is failing a test negative reinforcement or punishment? If it motivates you to study more it is negative reinforcement (i.e., it increases the behavior of studying). However, if you feel that studying is actually hurting your performance (due to, for example, test anxiety) you will perceive that failing the test was due to studying too hard. Next time, you will not study (i.e., decrease your behavior) so that you will not be punished for it. Now you just need to convince your professor that bad grades are actually causing you to study less.

عقاب:

Pupil: The opening in your eye that allows light to enter. The light then hits your neural receptors which transforms the stimulus into neural impulses which can be interpreted by your brain (mainly, the occipital lobe).

بؤبؤ العين(النني)

Qualititative Data: Qualitative data focuses primarily on the meanings of and distinctions between things (or states), such as being "nice" versus being "not nice". These are data that are not readily maniuplated or represented numerically.

بيانات نوعية(كيفية)

تركز البيانات النوعية بصفة أساسية علىالمعانى(المدلولات) ، والتمييز بين الأشياء(الحالات)، مثل: نطيف " فى مقابل "غير لطيف" وتلك البيانات لايمكن أن تعالج رقمياً- وعلى نحو جاهز - بسهولة

Quasi Experimental Design: This is one type of experimental design that is very similar to the True Experimental Design with one key difference. If you recall, for an experimental design to be classified as a True Experimental Design, it must meet two criteria; 1) random assignment of participants to groups, and 2) manipulation of an internal variable (IV). A Quasi- Experimental Design is exactly the same EXCEPT that there is no random assignment of participants to groups. That is the only difference between the two types of designs, but it is a very important difference. Without both random assignment and manipulation of an IV, a researcher can't make cause and effect conclusions. Sometimes it just is not possible to randomly assign participants to groups. An example of a quasi-experimental design would be a study in which you examine the effects of smoking on respiratory functioning. You might have people who smoke 1 pack a day and 2 pack a day smokers, but you can't really assign them into these groups (is it ethical to make people who smoke 1 pack a day now smoke 2?) You would then run your study, but when you make conclusions, you can't make any cause and effect conclusions.

تصميم شبه تجريبى: هذا نوع من التصميم التجريبى ويشبه ألى حد كبير التصميم التجريبى الفعلى مع اختلاف أساسى وحيد. لو تتذكر ، أنه من أجل ان يصنف تصميم تجريبى ما على أنه تصميم تجريبى حقاً ، ينبغى ان يتوافر له محكان؛ ١) تقسيم عشوائى للمبحوثين على المجموعات(أشارة للتكافؤ التام بين المبحوثين بحيث أهلية كل منهم لأن يكون ضمن العينة التجريبية أو ضمن الضابطة) ، و ٢) التعامل مع (التحكم) فىأحد المتغيرات الداخلية(الذاتية)ربما يقصد المتغيرات المستقلة!! (IV) . والتصميم التجريبى نفس الشئ باستثناء أن ليس به تقسيم عشوائى للمجموعات ، وليس به تحكم فى المتغير الذاتى (ربما المستقل)IV، وهذا هو الاختلاف بين كلا النمطين من التصميمات ، ولكنه اختلاف هام . إذ بدون كلا المحكين لايستطيع الباحث أن يخلص إلى نتائج تحدد السبب والنتيجة (أى ان العلية غير متحققة) فأحياناً لايمكن توزيع المبحوثين على نحو عشوائى على المجموعات . مثال على التصميم شبه التجريبى قد يتمثل فى دراسة تجريها للتعرف على تأثيرات التدخين على أداء وظيفة التنفس. وقد يتوافرلك أناس يدخنون علبة واحدة ،وأخرون يدخنون علبتين باليوم ، ولكنك لاتستطيع أن تصنفهم فعياً إلى هاتين المجموعتين(إذ ليس أمرا أخلاقيا أن تدفع الأشخاص الذين يدخنون علبة واحدة أن يدخنوا علبتين؟ وعليك أن تجرى دراستك ، ولكن عند استخلاص النتائج ، لن يكون بوسعك أن تتوصل لخلاصات تحدد السبب والنتيجة.

Random Assignment: Random assignment of participants to experimental conditions is a commonly used experimental technique to help ensure that the treatment group and the control group are the same before treatment. For

example, let us assume that we're curious to know the effects of eating an apple a day on your health (measured by blood pressure). ..One way of designing the study would be to select a sample of people and divide them into a control group (i.e., those who don't have an apple a day) and a treatment group (i.e., those who do have an apple a day). How do you decide to divide your subjects? The best way is to do it randomly in order to cancel out the idiosyncrasies of your subject pool. Imagine if you decided to choose the groups based on cholesterol intake. You decide to have the low cholesterol group in the control group and the high cholesterol group in the treatment group. Would this bias the results of your study? Yes. Since cholesterol affects blood pressure, you as an experimenter would not know if the changes in health were due to the apple a day or the amount of cholesterol intake.

التوزيع العشوائى: يُستخدم التوزيع العشوائى للمبحوثين فى الظروف التجريبية ـ على نطاق شائع- فى الأسلوب التجريبى للمساعدة على التأكد من أن المجموعة التجريبية والمجموعة الضابطة متماثلتان قبل التجريب. مثال على ذلك ، دعنا نفترض أننا نهدف إلى معرفة آثار تناول تفاحة واحدة يومياً على صحتك(من خلال قياس ضغط الدم). واحدى الطرق لتصميم الدراسة تتمثل فى اختيار عينة ما من الأشخاص ومن ثم توزيعهم إلى مجموعة تجريبية(أى ، وهؤلاء هم من لايتناولون تفاحة) ومجموعة ضابطة (أى ، هؤلاء الذين يتناولون تفاحة يومياً) . فكيف تقرر أن توزع مبحوثيك؟ إن أفضل طريقة هى أن تستخدم الطريقة العشوائية وذلك لتحاشى الخصوصية (الذاتية) فى تصنيف مبحوثيك. تخيل أنك قررت ـ مخالفاً التوزيع العشوائى لمبحوثيك- أن تختار المجموعات بناء على معدل مالديهم من الكوليسترول ، فقررت أن تجعل المجموعة قليلة الكوليسترول فى المجموعة الضابطة ، وأن تكون المجموعة مرتفعة الكوليسترول فىالمجموعة التجريبية . فهل من شأن هذا أن يظهر تحيزاً فى نتائج دراستك؟ نعم ، فمادام الكوليسترول يؤثر فى ضغط الدم ، فأنت كمجرب لن يكون بمقدورك أن تعرف ماإذا كانت التغيرات فى الصحة تعود إلى تناول تفاحة يومياً لم تعود الى مقدار معدل الكوليسترول الموجود لدى المبحوثين بالفعل .

Random Sample: Since researchers can't study every person in the world that is of interest to them, they need to study a subset of this entire population, also known as a sample. Then, people are picked from this sample "at random" to participate in the study. It is hoped that the random sample will be representative of the entire population. Often researchers use random numbers table to help them pick participants at random (take a look in the back of your introductory psychology textbook. I bet it has a random numbers table).

عينة عشوائية:
نظراً لعدم تمكن الباحثين من دراسة كل شخص فى العالم الذى يُعنون بدراسته، فإنهم بحاجة لأن يتناولون بدراستهم مجموعة فرعية من المجتمع الكلى، وهذا مايُعرف أيضاً بالعينة. ومن ثم ،فإن الأشخاص الذين يُختارون من خلال هذه العينة" بعشوائية" للمشاركة فى الدراسة . ويلجأ الباحثون غالباً الى جدول الأرقام العشوائية لمساعدتهم فى التقاط المبحوثين عشوائياً(ارجع لكتاب مدخل علم النفس) ، أعتقد أنه يتضمن جدولاً للأرقام العشوائية .

Range: A statistical measure of variance. It is calculated by subtracting the lowest score from the highest score and then adding one (i.e., range = (highest score - lowest score) +1). For example, let us say that the highest score in an introduction psychology course was a 98 and the lowest score was a 43. The range would be 56.

مدى:

أحد مقاييس التباين ، ويحسب بطرح الدرجة الأدنى من الدرجة الأعلى ، ثم اضافة ١ (أى أن، المدى= (أعلى درجة- أدنى درجة +١) . مثال على ذلك، دعنا نقول بأن أعلى درجة فى مقرر مدخل لعلم النفس هى ٩٨ وأدنى درجة ٤٣ . يكون المدى ٥٦.

Rapid Eye Movement Sleep (REM): There are two main categories of sleep, Non-Rapid Eye Movement Sleep (NREM; which contains stages 1-4; basically everything except REM), and Rapid Eye Movement Sleep (REM). REM sleep is a sleep period during which your brain is very active, and your eyes move in a sharp, back and forth motion as opposed to a slower, more rolling fashion that occurs in other stages of sleep. In addition, during a "normal" night of sleep, people have REM periods every 60-90 minutes throughout the night. These REM periods start off very light and short, but increase in intensity and duration as the night goes on. Your first REM period might be a minute or only a few minutes, but your fourth REM period could last 30 minutes or longer. People often believe mistakenly that humans only dream during REM sleep, although humans also dream during slow wave sleep (stages 3 and 4). However it is true that the majority of our dreaming occurs during REM sleep.

نوم حركة العين السريعة:

Rational: The term rational refers to being of sound mind and having (or exercising) the ability to reason. In addition, in psychology being rational means using conscious thought processes to solve problems.

منطقية:
يشير مصطلح منطقية الى توافر العقل الصحيح والقدرة على استخدامه (أو تفعيلة) أى القدرة على استخدام المنطق. يضاف لذلك، أنه فى علم النفس منطقياً انما يعنى استخدام معالجات التفكير الواعى لحل المشكلات.

Rational-Emotive Therapy: This type of therapy was created by Albert Ellis who himself defines rational-emotive therapy (also known as rational-emotive behavior therapy) as, " a humanistic, action-oriented approach to emotional growth which emphasizes individuals' capacity for creating their own emotions; the ability to change and overcome the past by focusing on the present; and the power to choose and implement satisfying alternatives to current patterns." The approach to this therapy is to aggressively challenge irrational, illogical, or altered views people have of themselves to help them see that their views are indeed irrational, illogical, etc.

العلاج العقلانى- المعرفى:
ابتدع هذا النوع من العلاج ألبرت إليس والذى يعرف بنفسه العلاج العقلانى – الوجدانى (والمعروف أيضاً ب(علاج السلوك العقلانى – الوجدانى) مثلما يهدف،" المنحى الانسانى ، منحى الأداء إلى النماء الوجدانى والذى يعزز مقدرة الفرد على خلق وجداناتهم ، القدرة على التغيير والتغلب (تجاوز) على الماضى وذلك بالتركيز على الحاضر؛ وقوة اختيار واستحداث البدائل المُرضية الى النماذج المتاحة."ويتمثل منحى هذا العلاج فى تحد عنيف ، أو تعديل لنظرات الأشخاص اللاعقلانية أو اللامنطقية إلى ذواتهم وذلك لمساعدتهم لأن يتبصروا بأن نظراتهم تلك هى لاعقلانية وغير منطقية بالفعل.

Rationalization: Rationalization is a defense mechanism identified by Freud. According to Freud when people are not able to deal with the reasons they behave in particular ways, they protect themselves by creating self-justifying explanations for their behaviors. For example, if I flunk out of school because I didn't study properly it might be so hard for me to deal with that I rationalize my behaviors by saying that I simply didn't have enough time to study because I have a full-time job, a baby at home, and so many other demands on my time.

التبرير:
حيلة دفاعية حددها فرويد . ووفقاً لفرويد عندما لايكون بمقدور الأشخاص أن يقدموا الأسباب المقنعة لتصرفهم بطرق معينة، فإنهم يحمون أنفسهم باختلاق تفسيرات تسوغ للذات اتيان تلك السلوكيات . مثال على ذلك ، إذا طردت من المدرسة بسبب أنى لم أذاكر جيدا فإنه سيكون أمراً صعباً على أن أعترف بأنى أبرر تصرفاتى بالقول بأنى لم يتوافر

لى الوقت الكافى للمذاكرة نظراً لأنى مشغول بالعمل طوال الوقت ، وطفل بالبيت ،والتزامات أخرى تتطلب وقتاً.

Reaction Formation: A defense mechanism where an individual acts in a manner opposite from his or her unconscious beliefs. A homosexual who joined a gay hate group would be an example of reaction formation. Freud believed that defense mechanisms helped us cope with the world around us by letting us repress our deepest unconscious fears.

تكوين رد الفعل العكسى:
حيلة دفاعية حيث يتصرف الشخص على نحو مناقض لاعتقاداته اللاشعورية. فالشخص الجنسى المثلى والذى يمارس الجنس مع شخص شاذ مثله يكره الجماعة يُعدُ مثالاً على تكوين رد الفعل العكسي. واعتقد فرويد بأن حيل الدفاع ساعدتنا على مواجهة العالم المحيط بنا وتسمح لنا بكبت مخاوفنا اللاشعورية العميقة.

Reality Principle: The ego has a tough job trying to satisfy the needs of the id without giving it everything it wants and engaging in inappropriate and unacceptable behaviors. The ego manages to satisfy the id without engaging in all sorts of inappropriate acts by following the reality principle--the guide directing our unacceptable sexual and aggressive urges to more acceptable targets. For example, when you walk down the street and see an extremely attractive person, the ego, working on the reality principle, helps us realize that it is not socially acceptable to cross the street, grab the person, and have sex with them. Instead, the ego follows the reality principle which tells us that there will be other, more appropriate people, places, and times to fulfill these needs.

مبدأ الواقع:
تواجه الأنا مهمة شاقة فى محاولتها غشباع حاجات ال "هى" بدون أن يوفر لها كل ماتريد والانهماك فى تصرفات غير ملائمة . وتسعى الأنا لى إشباع الهى دون أن تتورط فى كل انواع التصرفات غير المناسبة وذلك باتباع مبدأ الواقع – فالمرشد يوجه دفعاتنا الجنسية والعدوانية غير المقبولة لتكون أهدافاً أكثر مقبولية . مثال على ذلك ، أنك إذا نزلت إلى الشارع ورأيت شخصاً ما شديد الجاذبية ، فالأنا ، تعمل وفق مبدأ الواقع ، يساعدنا على ادراك أنه من غير المقبول اجتماعياً أن تعبر الطريق، وخطف تلك الشخصية الجذابة ، وممارسة الجنس معها ،وبدلاً من ذلك تتبع "الأنا" مبدأ الواقع ، والذى يخبرنا بأنه سيكون هناك أشخاص أخرون ، وأماكن أخرى ، وأوقات أخرى أكثر مناسبة لإشباع تلك الحاجات .

Recall: Recall is simply bringing a thought or idea learned previously, and thus stored in memory into conscious awareness. When you remember something you are actually "recalling" the memory. When you have to complete an essay exam, you are recalling information learned previously. This is different than recognition in which you only need to identify material you learned previously (e.g., multiple choice test).

التذكر(الاستدعاء):
الاستدعاء ببساطة هو استحضار فكرة سبق تعلمها،وهى التى تكون مخزنة فى الوعى الشعورى . فعندما تتذكر شيئاً ما فإنك تستدعى الذاكرة بالفعل. فعندما يتوجب عليك أداء امتحان مقالى، فإنك تستدعى المعلومات السابق تعلمها . وهذا يختلف عن التعرف الذى تحتاج فيه- فقط-إلى تحديد المادة التى سبق لك تعلمها (من قبيل، اختبار الاختيار المتعدد.)

Recency Effect: This is the principle that the most recently presented items or experiences will most likely be remembered best. If you hear a long list of words, it is more likely that you will remember the words you heard last (at the end of the list) than words that occurred in the middle. This is the recency effect. You should also note that you will be likely to remember words at the beginning of the list more than words in the middle, and this is called the Primacy Effect.

تأثير الأحدث: هذا هو المبدأ الذى به ستكون معظم المفردات أو الخبرات المقدمة مؤخراً تكون أميل لأن تتذكر على نحو جيد . فإذا سمعت لقائمة طويلة من الكلمات ، فمن الأرجح أنك ستتذكر الكلمات التى استمعت إليها مؤخراً (فى نهاية القائمة) مقارنة بالكلمات التى عُرضت عليك وسط القائمة. هذا هو تأثير الأحدث. وستلاحظ أنك ستكون أميل لتذكر الكلمات الموجودة فى بداية القائمة مقارنة بالكلمات الموجودة بوسطها. وهذا مايسمى ب تأثير الأسبقية.

Reciprocal Determinism: According to Albert Bandura, a person's behavior is both influenced by and influences a person's personal factors and the environment. Bandura suggests that a person's behavior can be conditioned through the operant conditioning (use of consequences like reward and punishment); he also believes that a person's behavior can impact the environment. So it is not just that you are influenced by your environment, but that you also influence the environment around you--each impacts the other.

الحتمية المتبادلة: وفقاً لألبرت باندورا، فإن سلوك الشخص يكون متأثراً ومؤثراً – معاً- بالعوامل الشخصية للفرد والبيئة. ويذهب باندورا إلى أن سلوك الشخص يمكن أن يُشرط من خلال الاشتراط الإجرائي (باستخدام الثواب والعقاب) ؛ ويعتقد كذلك في أن سلوك شخص ما يمكن أن يؤثر في البيئة وإن كان ليس مساوياً لتأثرك بالبيئة، إلا أنك تؤثر أيضاً في البيئة من حولك – فكل منكما يؤثر في الآخر .

Recognition: Recognition is identifying something you learned previously and is therefore stored in some manner in memory. For example, taking a multiple choice test requires you to identify material you learned and not necessarily "recall" information learned previously.

التعرف: هو تحديد شئ ما سبق لك تعلمه وبالتالي فهو مختزن على نحو ما بالذاكرة . مثال على ذلك ، تتطلب إجابتك على اختبار للاختيار المتعدد أن تتعرف على المادة التي تعلمتها وليس بالضرورة استدعاء(تذكر) المعلومات التي سبق تعلمها .

Reconditioning: In classical conditioning, an unconditional stimulus (i.e., canned food) is paired with a conditioned stimulus (i.e., an electric can opener). If the electric can opener were no longer followed by the food, the link between the sound of the electric can opener and food would become extinct. If the electric can opener were again followed by the canned food, the connection would then be reestablished and the link would be reconditioned. Reconditioning takes less time to pair the unconditioned stimulus and conditioned stimulus than the initial conditioning.

إعادة التشريط: في الاشتراط الكلاسيكي ، يُقرن مثير ما غير شرطي (طعام معلب مثلاً) بمثير ما شرطي (بالفتحة الكهربية للمعلبات). فإذا لم تتبع فتاحة العلب بالطعام لفترة طويلة ، فإن الرابطة بين صوت فتاحة العلب الكهربية والطعام تنطفئ. فإذا أتبعت فتاحة العلب بالطعام المعلب مرة ثانية، فيمكن للارتباط أن يؤسس مرة أخرى، وتصبح الرابطة مشروطة مرة أخرى. وتستغرق إعادة التشريط وقتاً أقل للمزاوجة بين المثير غير الشرطي والمثير الشرطي مقارنة بالتشريط الأولى (الأساسي)

Recovered Memory: When a repressed memory (memory that has been pushed into our unconscious and is therefore not remembered consciously) is remembered, we say it has been Recovered. A recovered memory can be defined as the emergence of a formerly repressed memory.

You should know that Freud, who pioneered this area, had doubts about the realities of these memories and whether recovered memories were accurate. Thus, it is possible that some or all of these memories are actually false memories

الذاكرة المستعادة: عندما يتم تذكر الذكرى المكبوتة(أي تلك التى دُفعت إلى اللاشعور وبالتالى لايمكن تذكرها شعوريا) ، فإننا نقول أنها تم استردادها. ويمكن تعريف الذاكرة المستردة بأنها انبثاق الذاكرة المكبوتة منذ زمن طويل.
ولعلك تعرف أن فرويد ، هو أول من ارتاد تلك المنطقة قد ارتاب بشأن حقيقة تلك الذكريات وماإذا كانت تلك الذكريات المستعادة دقيقة أم لا . لذا ، فإنه يحتمل أن يكون بعض تلك الذكريات ذكريات زائفة بالفعل.

Reflex: Any response you have to a stimulus that is inherent (you are born with it), it is a reflex. You are probably familiar with physical reflexes such as when the doctor hits your knee with that mallet to test the knee-jerk reflex. Another example is when you put your hand too close to the hot stove and have that reaction of yanking it away from the pain. You don't need to think about it, but the message from your hand to the brain and then back again makes it happen automatically.

انعكاس: أي استجابة منك لمثير ما تكون فطرية (ولدت مزوداً بها)، تكون انعكاساً.
،وانت على ألفة تامة بانعكاسات جسمية ، مثال على ذلك ، عندما يضرب الطبيب على ركبتك بتلك المطرقة لاختبار رد الفعل السريع للركبة . مثال آخر ، عندما تضع يدك على مقربة شديدة من موقدساخن وتقدم على رد الفعل المتمثل فى جذب يدك بعيداً عن الألم.
فأنت لست بحاجة لأن تفكر بشأنها ، بل إن الرسالة من يدك للمخ والعودة ثانية تجعلها تحدث آلياً.

Refractory Period: A refractory period is a "resting period" after orgasm during which another orgasm is not possible. In men, the refractory period can last from a few minutes to more than a day. Conversely, women have very short refractory periods which make it possible for them to have multiple orgasms (lucky women :).

الفترة المقاومة: هى فترة الراحة (الارتخاء)بعد ذروة الاهتياج الجنسى ، والتى يستحيل أثنائها بلوغ ذروة أخرى. وفى الرجال يمكن أن تمتد الفترة المقاومة من دقائق معدودة ، إلى مقد يزيد عن يوم. وعلى النقيض من ذلك. فإن فترة المقاومة لدى النساء تكون قصيرة جداً ، الأمر الذي يمكنهن من بلوغها مرات عديدة (النساء محظوظات!!)

Regression Toward the Mean: Regression toward the mean is the tendency for scores to average out. In this case extreme scores tend to happen rarely and seem to fall back toward the average (the mean). For example, a golfer with a handicap of 2 averages a score of 73 (for example). This score represents the golfer's average score. On some days he goes wild and shoots a 63 which is awesome, but extreme. Over time the golfer will have many more scores around his average than far away from it as the scores tend to regress toward the mean of 73.

الانحدار نحو المتوسط: هى نزعة الدرجات نحو المتوسط. وفى هذه الحال تندر الدرجات الطرفية ،وتبدو متراجعة نحو المتوسط. مثال على ذلك ، أن متوسط درجات لاعب الجولف المعاق هى من ٧٣ (كمثال فقط) وهذه الدرجة تمثل متوسط درجة لاعب الجولف. وخلال أيام يتقدم بجسارة ويقذف بالكرة للمرة ٦٣ والتى تُعد مرعبة، ولكنها الحد الأقصى. وبمرور الوقت سيحصل لاعب الجولف على مزيد من الدرجات حول متوسطه هو أكثر من توزعها بعيدا جداً عنه وهذا مايُعرف بالانحدار نحو متوسط ال ٧٣.

Rehearsal: I love pizza. Unfortunately I can never remember the phone number for pizza delivery and I'm not smart enough to write it down. So I have to call information for the number. To make sure I don't forget the number from the time the operator tells me to the time I dial it, I engage in rehearsal – consciously repeating the information over and over so that I can keep it in temporary memory. Rehearsal can also be used to encode it for long-term memory storage, but I can't seem to get it in there and so I have to call the operator every time.

الترديد المتكرر:

أنا أحب البيتزا ولكنى لا أستطيع تذكر رقم خدمة التوصيل للمنزل ، كما أنى لست بارعاً لدرجة كافية لأن أكتب رقمه. وهكذا يتوجب على أن أريد معلومات الرقم . وللتأكد من أنى لن أنسى الرقم منذ اللحظة التى أخبرنى فيها الموظف وحتى وقت طلبى إليها، فأنى أنهمك فى تكرار الترديد—ترديد واع للمعلومات مرات كثيرة جداً لدرجة أتمكن معها أن أحتفظ بها فى ذاكرتى المؤقتة. فالترديد المتكرر يمكن أن يستخدم أيضاً فى ترميز المعلومات من أجل تخزينها بالذاكرة طويلة المدى، فى حين أنى لو فشلت فى الاحتفاظ بها فى الذاكرة قصيرة المدى ، فسيتوجب على أن أتصل بموظف البيتزا فى كل مرة

Reinforcement: Reinforcement is a process that increases the frequency of a targeted behavior by either using a negative stimulus or a positive stimulus. An electrical shock (negative stimulus) can make a human jump (targeted behavior) just as well as a suprising someone with a million dollars (positive stimulus). In this example, electrical shock and money are both reinforces even though one is considered unpleasant by most. As reinforcers, both increase the probablity that the behavior (in this case, jumping) will occur again.

التعزيز:
هو العملية التى من شأنها زيادة تكرار السلوك المستهدف سواء باستخدام مثير سلبى أو مثير إيجابى. فصدمة كهربية (مثير سلبى) من شأنها أن تجعل شخص ما أن يقفز(سلوك مستهدف)والأمر كذلك تماماً عند مفاجأة شخص ما باخباره أنه كسب مليون دولار(مثير ايجابى) . وفى هذا المثال ، فإن كلاً من الصدمة والمال من المعززات حتى وان كان أحدهما يُعد غير سار لدى معظم الناس. وكمعززين ، كلاهما يزيد من احتمالية أن يظهر السلوك (وهو القفز فى مثالنا الحالى) لأ يظهر ثانية .

Reinforcer: Reinforcer is a term used in operant condition to describe any event (stimulus, object...anything) that strengthens the frequency of the behavior that precedes it. For example, if I paid you one pound time you said hello to me (and we're assuming you like getting the pound may expect the frequency of you saying hello to me to increase
This is because you were being reinforced for saying hello (by getting the pound)
. In this case the the pound works as a reinforcer.

المُعزِّز:
هو أحد المصطلحات المستخدمة فى الاشتراط الإجرائى لوصف أية واقعة (مثير، موضوع، ....أى شئ) من شأنه أن يقوى السلوك الذى يسبقه. مثال على ذلك ، إذا منحتك دولاراً فى كل مرة تلقى عليّ فيها التحية (وافترض أنك تحب الحصول على الجنيه) فإن لنا أن نتوقع زيادةفى تكرارك لإلقاء التحية عليّ. وذلك بسبب أنك تكون مُعززاً على إلقائك التحية (بحصولك على الجنيه). وفى هذه الحالة يعمل الجنيه كمعزز.

Relative Deprivation: We all have people to whom we compare ourselves. Don't worry, it's natural. But relative deprivation is when you have the perception that you are worse off than these other people you compare yourself to. Having this feeling typically leads to frustration. For example, let's say you have a group of friends you study with (and you tend to compare yourself to them) and on a couple of exams they all do well and you do poorly, even though you all studied the same amount at the same times, etc. You may feel that you are worse off than them because they are doing better than you.

الحرمان النسبى:
جميعنا لدينا أناس نقارن أنفسنا بهم . لاتنزعج ، فتلك حالة طبيعية . ويكون الحرمان النسبى عندما تدرك أنك الأسوأ بين هؤلاء الناس الذين تقارن نفسك بهم . أن تولد هذا الشعور لديك يؤدى على نحو نمطى إلى الإحباط. مثال على ذلك ، دعنا نقول أن لديك جماعة من الأصدقاء ممن تذاكر معهم (وأنك تميل لأن تقارن نفسك بهم) وفى امتحانين أجابوا جميعهم بصورة ممتازة ، وأديت أنت بصورة رديئة، فبالغم من أنكم جميعاً قد ذاكرتم نفس القدر فى نفس الوقت .. الخ. إلا أنك قد تشعر بأنك الأسوأ مقارنة بهم لأنهم يؤدون أفضل منك.

Relative Size: Relative size is a perceptual clue which allows you to determine how close objects are to an object of known size. Sometimes our perceptions ara faulty. Humans use relative size to judge the size of the moon. This is why the moon seems bigger and closer when it is near the horizon than when it is high in the sky. We use buildings, trees and other objects of known size to make judgements about the size and closeness of the moon. When the moon is higher in the sky there are no known objects or frame of references to judge the moon's closeness, and thus, appears smaller and farther away. This is called the lunar illusion.

الحجم النسبى:
الحجم النسبى هو ملمح إدراكى والذى يمكنك من تحديد ألى أى مدى تتطابق الموضوعات مع واحد من الأشياء ذات الحجم المعروف. فأحياناً تكون مدركاتنا خاطئة. ويستخدم الناس الحجم النسبى للحكم على حجم القمر. إذ لماذا يبدو القمر أكبر ،أكثر اكتمالاً عندما يكون قريباً من الأفق عنه إذا كان عالياً فى السماء. إننانستخدم المبانى ، والأشجار والموجودات الأخرى ذات الحجم المعروف لإصدار الأحكام بشأن حجم واكتمال القمر . فعندما يكون القمر عالياً فى السماء حيث لاتوجد أشياء معروفة أو شكل ما للمراجع للحكم على اكتمال القمر ، ومن ثم ، يبدو أصغر ،وأكثر بعداً. وهذا مايطلق عليه خداع القمر .

Reliability: Reliability refers to the extent to which a test or other instrument is consistent in its measures. For example, a weight scale can be judged reliable if measures for a 25-pound weight do not vary over time or change for subsequent weightings. Reliability is an important concept in science. If a test is not reliable, we cannot find the answers to our questions. Imagine placing a 25-pound weight on a scale and getting a different answer every time. What purpose would the scale serve? In fact, we most likely would question if indeed the scale is measuring weight or something entirely different. Unreliability would prohibit us from reporting our findings simply because they are not reliable.

الاتساق:
يشير الاتساق الى المدى الذى له يكون لها الاختبار أو أية أداة تكون متسقة فى قياساتها(نتائجها). مثال على ذلك، مقياس ما للوزن يمكن أن يُحكم له بالاتساق إذا كانت قياساته ل٢٥ رطلاً لاتختلف من وقت لآخر أو تختلف بالنسبة للأوزان التالية . والاتساق مفهوم هام فى العلم. وإذا لم يكن مقياس ما متسقاً . فإنا لانستطيع أننجد اجابات على أسئلتنا. تخيل أننا نضع ثقل وزنه ٢٥ رطلاً على ميزان ما ، وفى كل مرة نحصل على اجابة مختلفة فى كل مرة . فماالغرض الذى يحققه الميزان إذن!! فى الحقيقة ، نكون أميل للسؤال عما إذا كان المقياس بالفعل يقيس الوزن أم يقيس شيئاً أخر مختلف تماماً . ان عدم الاتساق يحول دون اقرارنا بنتائجنا نظراً لأنها غير متسقة.

REM Rebound: When you are sleep deprived you lose out on two types of sleep, REM and NREM (non-REM). Typically when you have a chance to fall asleep after sleep deprivation you have a tendency to get more REM sleep than you would normally get. This is your body's way of trying to catch up on its REM sleep.

استئناف النوم سريع حركة العين:
عندما تكون محروماً من النوم ، فإنك تفقد نوعين من النوم ، هما نوم حركة العين السريعة، ونوم حركة العين غير السريعة . وعلى نحو نمطى عندما تتوافر لك فرصة لأن تغط فى نومك بعد الحرمان منه تكون لديك نزعة لأن تحصل علىمزيد من نوم حركة العين السريعة أكثر مما يحدث فى الأحوال العادية . تلك هى طريقة جسمك فى محاولتة لأن يحافظ على نصيبه من نوم حركة العين السريعة.

REM Sleep: There are two types of sleep, REM and NREM (non-REM). REM, which is also known as paradoxical sleep, stands for Rapid Eye Movement and occurs in cycles every 60-90 minutes througout your sleep period. This means that every 60-90 minutes you enter a REM stage during which you have rapid eye movements and your muscles become almost paralyzed (this is why it's called paradoxical sleep - the rest of your body is active but your muscles are inactive). The majority of dreams occur in REM sleep, but not all of them.

النوم سريع حركة العين:
هناك نمطان من النوم، نوم حركة العين السريعة،ونوم حركة العين غير السريعة . فنوم حركة العين السريعة هو المعروف أيضاً بالنوم المتناقض، إن وقفات حركة العين السريعة ومرات ظهورها فى دورات تتكرر كل ٦٠-٩٠ دقيقة خلال فترة نومك. وهذا يعنى أنك تدخل فى مرحلة النوم سريع حركة العين كل ٦٠-٩٠ دقيقةوالتى خلالها تحدث لك حكات العين السريعة وتصبح عضلاتك مشلولة تقريباً (وهذه مايطلق عليها- النوم المتناقض- فنوم جسمك يكون نشطاً بينما عضلاتك تكون مسترخية) إن معظم الأحلام تحدث أثناء النوم سريع حركة العين، ولكن ليست كلها .

Replication: Getting some results in one research study is nice, but as scientists we like to make sure of the findings. To be more sure we replicate studies, which means that the study is conducted again in the same way but using different participants. This allows us to retest the subject matter and also to find out if the results can generalize to other participants and maybe even other situations.

تكرار البحث:
أن الحصول على بعض النتائج يعد شيئاً طيباً ، ولكن كعلماء نود أن نتأكد من تلك النتائج . لكى نكون أكثر تأكداً نقوم بتكرار الدراسات ، والذى يعنى أن الدراسة أمكن تكرارها ثانية بنفس الطريقة ولكن باستخدام مبحوثين مختلفين . وهذا يمكننا أن نعيد إحداث الموضوع وأيضاً نتثبت مما إذا كان بالإمكان تعميمها على مبحوثين أخرين وربما على مواقف أخرى كذلك.

Representative Sample: When conducting a study, a researcher selects a relatively small group of participants (a sample) from an entire population of all possible participants (for example, selecting college students at a couple of colleges from all college students in the world). Ideally, the researcher would have a Representative Sample, which is when your participants closely match the characteristics of the population, which helps you generalize your results from your small group of people to large groups of people. For example, imagine you are at the supermarket picking out grapes. There are red, green, small, large, and globe grapes. In a representative sample you would have an equivalent number of each type of grape. You could then taste them all and make generalizations about all grapes just from tasting these few because your sample represents the larger population.

عينة ممثلة:

حينما تُجرى دراسة ما ، يختار الباحث مجموعة صغيرة نسبياً(عينة) من المجتمع الأصلى والذى يضم كافة المبحوثين المحتملين(مثال على ذلك، اختيار الطلاب فى اثنين من الكليات من بين عموم الطلاب فى العالم) . إن الوضع النموذجى أن تتوافر لدى الباحث عينة ممثلة ، والتى تتحقق عندما تتحقق فى مبحوثيك خصائص المجتمع الأصلى، والتى تساعدك فى تعميم نتائجك من مجموعة صغيرة على مجموعات أكبر من الناس . مثال على ذلك ، تخيل أنك فى سوق مركزى (سوبرماركت)لاختيار(للمفاضلة) نوع من العنب . حيث يوجد الأحمر ، والأخضر ، الصغير والكبير. والمستدير . فى العينة الممثلة يتوجب عليك أن تأخذ عدداً متساوياً من كل نوع من العنب. ويتوجب عليك إذاً أن تتذوقها جميعها وتجرى تعميمات على كل أنواع العنب فقط من خلال تذوقك لتلك الحبات القليلة لأن عينتك تمثل المجتمع الأكبر .

Repression (repressed memory): When explaining repression, Freud compared the process to condemnation and stated the following: "Let us take a model, an impulse, a mental process seeking to convert itself into action: we know that it can suffer rejection, by virtue of what we call 'repudiation' or 'condemnation'; whereupon the energy at its disposal is withdrawn, it becomes powerless, but it can continue to exist as a memory. The whole process of decision on the point takes place with the full cognizance of the ego. It is very different when we imagine the same impulse subject to repression: it would then retain its energy and no memory of it would be left behind; the process of repression, too, would be accomplished without the cognizance of the ego."

Wow - what does all that mean? In a nutshell, Freud was saying that when we have memories, impulses, desires, and thoughts that are too difficult or unacceptable to deal with, we unconsciously exclude them from our consciousness (some people like to say we "push" them down from our consciousness to our unconsciousness). This is similar to suppression with one key difference - suppression is a conscious exclusion (or "pushing" down) of these painful memories, thoughts, etc., and is more similar to Freud's explaination of condemnation.

الكبت(الذاكرة المكبوتة):
عندمانوضح الكبت ، فإن فرويد قارن تلك العملية ب" الاستنكار " وقرر مايلى:" دعنا نأخذ نموذجاً ، فأىدافع(حافز) أو أية معالجة عقلية تسعى لأن تجد لنفسها طريقاً لتتحقق كسلوك: ونحن نعلم أنها يمكن أن تتعرض للرفض ،وبموجب مانطلق عليه "النبذ" أو " الاستنكار " ؛ وعندئذ فإن الطاقة الموجودة به عند التخلص منه تنسحب ، فيصبح أقل قوة ، ولكن يظل باقياً كذكرى . ان العملية الكلية لاتخاذ القرار فى قضية ما تتحقق فى ظل المعرفة التامة للأنا . والأمر يختلف كثيراً عندما نتخيل نفس الدافع موضوعاً للكبت : فإنه يحتفظ بطاقته ولن يخلف ذكرى وراءه ، إنها عملية الكبت، وقد تتم بدون علم الأنا. ولكن مالذى يعنيه كل ذلك؟ باختصار، لقد كان فرويد يقول أننا عندما تكون لدينا ذكريات، دفعات ، رغبات ، وأفكار غير مقبولة ويصعب علينا الافصاح عنها ،فإننا نمنعها – لاشعوريا – من أن تظهر فى شعورنا.

ولكن مالذى يعنيه كل ذلك؟ باختصار، لقد كان فرويد يقول أننا عندما تكون لدينا ذكريات، دفعات ، رغبات ، وأفكار غير مقبولة ويصعب علينا الافصاح عنها ،فإننا نمنعها – لاشعوريا – من أن تظهر فى شعورنا.(ويميل البعض ألى القول بأننا " ندفع"بها أو نسقطها من شعورنا إلى لاشعورنا) ويشبه ذلك عملية القمع مع فارق رئيسي هو أن القمع استبعاد شعورى (أو إخفاء)لتلك الذكريات والأفكار المؤلمة وما إلى ذلك .، وهو إشبه مايكون بما أوضحه فرويد بحديثه عن الاستنكار.

Resistance: During psychoanlysis there are many signs that the client and therapist are making progress and working toward identifying the root of the problem. One sign is resistance, which is a somewhat disruptive response by the client to some topic they find sensitive. The reason it is sensitive is because it is the source or close to the source of the anxiety. For example, the client might make a off-handed remark or joke, claim they forgot the information, or pick a fight with the therapist. When they act in these types of counterproductive ways in response to the therapist addressing certain topics (i.e., the resistance), the therapist is getting closer to the root of the problem.

مقاومة:
أثناء التحليل النفسى توجد دلائل على أن العميل والمعالج يحرزان تقدماً ويسعيان إلى تحديد جذور المشكلة . إحدى تلك الدلائل تتمثل فى المقاومة ، والتى تُعد استجابة معيقة إلى حد ما ، وتحدث من قبل العميل بشأن بعض الموضوعات التى يجدونها حساسة.
والسبب فى كونها حساسة أنها تُعد مصدراً أو وثيقة الصلة بمصدر للقلق. مثال على ذلك ، قد يرتجل العميل تعليقاً أو نكتة، مدعياً أنه نسى المعلومات، أو يدخل فى عراك مع المعالج . فعندما يتصرفون بتلك الأساليب المناقضة للأساليب المطلوبة فى الاستجابة للمعالج والمنصبة على موضوعات بعينها (أى ، المقاومة)، يكون المعالج أقرب مايكون لأن يضع يده على جذور المشكلة.

Reticular Activating System: Reticular activating system is a structure in the brain stem that is responsible for arousal and sleep. The reticular activation system is responsible for getting you up in the morning and putting you asleep at night.

جهاز التنشيط الشبكى:
بنية بجذع المخ مسئولة عن اليقظة والنوم .ز فجهاز التنشيط الشبكى هو المسئول عن ايقاظك بالصباح ، ويدخلك فى النوم مساءً

Retina: The retina is the area in back of the eye that contains your rods and cones. Rods help you detect movement while cones help you see color. Both of these receptors transfer light into electrical impulses so that your brain can interpret them.

الشبكية:
منطقة بمؤخرة العين تحوي الخلايا العصوية والخلايا المخروطية . والعصوية تساعدك على استقبال الحركة بينما المخروطية تساعدك على رؤية اللون . وهذان المستقبلان ينقلان الضوء عبر نبضات كهربية على نحو يتمكن المخ من تفسيرها.

Retrieval: Retrieval is the process in which information in your memory can be recalled. Information concerning events, images and feelings are all stored in our memory. Just because you cannot remember something doesn't mean that it is not in your memory. It maybe a problem with being able to locate it for retrieval.

استرجاع:
العملية التى فيها يمكن للمعلومات الموجودة بذاكرتك أن تُستدعى.فالمعلومات المتعلقة بالأحداث ، التصورات ، والمشاعر تكون جميعها مختزنة فى ذاكرتنا . وليس لمجرد عدم تذكرك لشئ ما ، فليس معنى ذلك أنه ليس موجوداً بذاكرتك ، فلربما توجد مشكلة تحول دون امكانية استرجاعه.

Retroactive Amnesia: Retroactive amnesia is the inability to retrieve or recall information before the traumatic event. An individual who has suffered a bump to his head and now cannot remember his telephone number would be suffering from retroactive amnesia. The other type of amnesia, anterograde amnesia, is when an individual cannot retain any information after the traumatic event.

فقدان الذاكرة القبلية:
هى عدم القدرة على استرجاع أو تذكر المعلومات السابقة على الحادثة الصدمية. فالفرد الذى تعرضت رأسه لصدمة عنيفة ولايستطيع الآن أن يتذكر رقم هاتفه يكون مصابا بفقدان للذاكرة القبلية. ونوع أخر من فقدان الذاكرة، هو فقدان الذاكرة البعدية، ، وهى حين لايستطيع الفرد استرجاع أية معلومات بعد الحادثة الصدمية.

Retroactive Interference: Retroactive interference is when a person has difficulty recalling old information because of newly learned information. For example, you may have difficulty skiing because of recently learning how to snowboard.

التداخل (التشويش)القبلى:
يحدث عندما يتذكر الشخص بصعوبة معلومات قديمة بسبب المعلومات المتعلمة حديثاً. مثال على ذلك قد تجد صعوبة فى التزحلق بالزانة، وذلك لأنك تتعلم لتوك كيف تتزحلق على لوح الجليد.

Rods: There are two types of receptor cells in the human eye; the cones and the rods. The rods are the receptors in the eye which detect movement. Rods are also used in night vision.

العصويات:
يوجد نوعان من الخلايا المستقبلة فى عين الإنسان؛ المخروطيات، والعصويات. العصويات مستقبلات بالعين تستقبل الحركة. كما تستخدم العصويات فى الرؤية الليلية.

Role: We all have roles that we play. No, not in roles in a "play", but roles we play in life. To a psychologist, a role is a set of expectations about the ways in which people are supposed to behave in different situations. Roles are dependent on all sorts of things like the position a person holds, the culture, etc. For example, a person who is the CEO of a company is expected to act in certain ways specifically because of the title the person holds and the expectations we have in our society about the ways CEOs should behave.

دور:
جميعنا له أدوار يلعبها . لا ، إنها ليست أدواراً فى" مسرحية " ، ولكنها ادوار نلعبها فى الحياة. ولدى عالم النفس. والدور مجموعة من التوقعات المتصلة بالطرق التى يُفترض أن يتصرف وفقها الأفراد فى مختلف المواقف. وتتحدد الأدوار فى ضوء كل مايؤثر فيها من قبيل، الموقف الذى يمر به الشخص ،والثقافة، إلخ. مثال على ذلك الشخص الذى يعمل مديراً تنفيذيا لشركة ما يكون متوقعاً أن يتصرف بطرق معينة وخاصة جداً بالنظر لمسمى الوظيفة التى يشغلها الشخص والتوقعات السائدة فى مجتمعنا بشأن الطرق التى ينبغى للمدير التنفيذى أن يتصرف بمقتضاها.

Rorschach Inkblot Test: There are many types of projective tests, but the most widely used is the Rorschach Inkblot Test. In this test individuals are shown various ambiguous inkblot pictures and asked to describe what they see. By analyzing the responses given by the people, psychologists attempt to understand the person's inner feelings, thoughts, and issues.

اختبار بقع الحبر لرورشاخ:

Sample: When conducting research there are lots of factors to consider. Psychologists may want to study, for example, the effect of some new test on all college students in the world (which would be considered the "population" but this is obviously not possible. Instead, what they do is test a smaller group of college students, known as a sample. In this example, everyone who could possibly be a participant in the study (meaning, all college students) is part of the population. Thus, a sample is a relatively small number of participants drawn from an entire population.

عينة:
عندما نجرى بحثاً ينبغى أن نـأخذ بعين الاعتبار عوامل عديدة .فعندما يشرع علماء النفس فى دراسة -مثلاً- لمعرفة تأثير أسلوب اختبار جديد على جميع الطلاب الجامعيين بالعالم (والذين يمكن اعتبارهم مجموع أفراد المجتمع الأصلى)ومن لواضح أن هذا الأمر يستحيل تحقيقه . وعوضاً عن ذلك؛فإنهم يلجأون لتطبيق الاختبار على مجموعة أصغر من طلاب الجامعة ، وهى ماتعرف بالعينة وفى هذا المثال ، فإن كل فرد ممن يمكن أن يكون مشاركاً فى الدراسة (أى ، كل الطلاب) هو جزء من المجتمع الأصلى . وبذا ، تُعد العينة عدداً صغيراً نسبياًمن المبحوثين مشتقة من المجتمع الكلى.

Savant Syndrome: People with savant syndrome typically score poorly on intelligence tests, but have specific talent or skill for which they are exceptional. For example, someone who may be of limited intelligence may be a remarkable painter or musician. Another example may be someone who is barely able to speak correctly but is a mathematical genius.

متلازمة سافانت:

Scapegoat Theory: Scapegoat theory is a social psychological term that relates to prejudice. According to this theory, people may be prejudice toward a group in order to vent their anger. In essence, they use the group they dislike as their target for all of their anger…as a vent. One example that has been suggested is the holocaust. According to scapegoat theory, the Germans used the Jews as scapegoats for all of their countries problems (which included economic problems across the country), focused all of their anger on the Jews, allowed their anger and hatred to build, and focused all of their anger, frustration, and problems on the Jews. (This is not "the" explanation for the holocaust, but one component of it.)

نظرية كبش الفداء:
هى أحد المصطلحات النفسية الاجتماعية التى تتصل بالتعصب . ووفقاً لتلك النظرية ، قد يتعصب بعض الناس ضد جماعة ما لكى ينفسون عن غضبهم . وفى واقع الأمر هم يستخدمون الجماعة التى لايحبونها بوصفها هدفاً لكل غضبهم ... كتنفيس . مثال على ذلك يمكن طرحه ، الهولوكوست. فوفقاً لنظرية كبش الفداء ، جعل الألمان من اليهود كباش فداء لكل مشكلات بلادهم (والتى تشمل المشكلات الاقتصادية التى كانت تعانى منها ألمانيا حينئذ. فصبوا جام غضبهم على اليهود ،

Schema: A schema is a cognitive system which helps us organize and make sense of information. For example, you may have a conceptual framework or developed a schema that all homeless people are rude. Because of this schema, you organize your actions around it and more readily look for information that supports this view while discarding information that disagrees with this perspective. Schemas exert a great deal of influence over us and sometimes hinder us from remembering new information because it does not fit into our cognitive framework.

بنية معرفية:
البنية المعرفيةهى نظام معرفى يساعدنا على تنظيم المعلومات واعطائها معنى . مثال على ذلك ، فقد يكون لديك إطار مفاهيمى أو طورت بنية معرفية مفادها أن الناس المشردين غير مهذبين . ونظراً لأن تلك البنية المعرفية ، فإنك تنظم تصرفاتك حول هذه البنية المعرفية ، وتكون أكثر جاهزية لأن تنظر لتلك المعلومات التى تدعم وجهة النظر تلك بينما تُنحى جانباً المعلومات التى لاتتفق مع هذا المنظور . وتؤثر البنى المعرفية علينا بقدر كبير وأحياناً تعيقنا عن تذكر معلومات جديدة نظراً لأنها لاتتوافق مع إطارنا المعرفى.

Schizophrenia: Schizophrenia is a psychological disorder, thought to be caused by imbalances in brain chemistry, which involves delusions and faulty perceptions of the world. Schizophrenics often hear voices in their head and have delusions of grandeur. It's not uncommon for Schizophrenics to believe that they are Jesus or other prominent figures., There are several types of schizophrenia including disorganized, catatonic, paranoid, undifferentiated, and residual.

الفصام:
الفصام اضطراب نفسى ، يُعتقد أنه ناشئ عن عدم التوازن فى كيمياء المخ، والذى يتضمن ضلالات وادراكات خاطئة للعالم. وغالباً مايسمع المصابون بالفصام اصواتاً فى رءوسهم ولديهم ضلالات العظمة. وليس من المستغرب بالنسبة للفصاميين أن يعتقدوا بأنهم المسيح أو الأشخاص المرموقين. وفى الحقيقة ، وتوجد عدة أنواع من الفصام تتضمن الفصام غير المنتظم ، والتخشبى ، والهذائى(البارانوى) .وغير المشخص، وغير ذلك .

School Psychology: This branch of psychology deals with counseling and advising elementary and secondary level children to improve learning conditions in schools. The primary methodologies include research, testing, and guidance.

علم النفس المدرسى:
هو فرع لعلم النفس يُعنى بارشاد ونصح تلاميذ المستوى الابتدائى والثانوى من أجل تحسين ظروف التعلم بالمدرسة . والمناهج الأساسية المستخدمة فى ذلك تتضمن البحث، الاختبار، والتوجيه.

Scientific Method: The scientific method is a systematic, step-by-step procedure psychologists use when conducting research. By following these specific steps, psychologists seek cause and effect relationships which means that they can be certain (at least have a high level of confidence) that one variable causes an effect on another variable and that the results of the study are caused by the variable being studied and not some other, outside (extraneous) variables.

The steps to the scientific method include describing the topic of study, making predictions (hypotheses), select a method for the study, controlling external variables, collecting data (running the study), analyzing & explaining the findings, and reporting & sharing the findings (usually via publication or lecturing). There are variations but these are the basic steps in the scientific method.

المنهج العلمي:هو إجراء منظم ، يتبعه الباحثون النفسيون خطوة بخطوة عندما يجرون بحثاً ما . وباتباع تلك الخطوات المحددة ، يهدف الباحثون النفسيون إلى البحث فى علاقات العلة والأثر ، الأمر الذى يعنى أنهم يكونوا متأكدين (على الأقل لديهم مستوى مرتفع من الثقة) بأن أحد المتغيرات يحدث أثراً ما على متغير آخر ، وأن نتائج تلك الدراسة قد حدثت بسبب المتغير المدروس وليس لسبب آخر ،خارجى (دخيل)
وتتضمن خطوات المنهج العلمى وصفاً لموضوع الدراسة،وضع تنبؤات (فروض) ، اختيار منهج للدراسة ، ضبط العوامل الخارجية (الدخيلة) ، جمع البيانات (إجراء الدراسة ميدانياً)، تحليل النتائج وتفسيرها، وكتابةالتقرير ، واتاحة النتائج (والذى عادة مايكون عن طريق النشر او المحاضرة) . ورغم وجود بعض الاختلافات ، إلا أن تلك هى الخطوات الأساسية فى المنهج العلمى .

Schizoid Personality Disorder: This is a classification used for people who are withdrawn and are not bothered by their lack of social relationships (and they really do lack social relationships). It is common for these people to have inappropriate or flat emotional responses which make them seem cold and/or withdrawn.

اضطراب الشخصيةالفصامية:
ويستخدم هذا التصنيف لهؤلاء الأشخاص الانسحابيين والذين لاينزعجون لافتقارهم للعلاقات الاجتماعية(بل هم فى الواقع من تنقصهم القدرة على إقامة العلاقات الاجتماعية). ومن الشائع بين هؤلاء الأشخاص أن استجاباتهم الوجدانية غير ملائمة أومسطحة . الأمر الذى يجعلهم يبدون باردين و/ أو منسحبين.

Secondary Reinforcer: Unlike primary reinforcers which are naturally reinforcing, secondary reinforcers are reinforcing only after the organism has been conditioned to find it reinforcing. Some stimulus that does not naturally provide reinforcement is paired with a primary reinforcer so that the organism begins to associate the secondary reinforcer with the primary reinforcer. For example. If you recall the Pavlov's dog case, the dog naturally salivated to the presence of meat powder. The meat powder serves as a primary reinforcer. But then pairing a sound with the meat powder over and over again, the sounds became reinforcing to the dog because it had been associated with the primary reinforcer (meat powder).

المعزز الثانوى:

Secondary Sex Characteristics: These are the physical features other than reproductive orgrans that distinguish men from women. Unlike primary sex characteristics which are the main sex-specific reproductive organs (i.e., ovaries and testes), secondary sex characteristics are nonreporductive sexual characteristics such as breasts (on females) and an adam's apple on men.

الخصائص الجنسية الثانوية:

Self Monitoring: There are people who are high self-monitors and people who are low self-monitors...A high self-monitor is someone who is concerned about how they are perceived by others and will actually change their behavior in order to fit different situations (e.g., if they believe they will be perceived negatively by others, they may change their behavior so that they are perceived more positively...rather than just acting in a consistent manner). On the other hand, a low self-monitor is someone who is less concerned with how other people perceive them and will be more likely to act consistently. For example, a low self-monitor who has certain religious beliefs will be more likely than a high self-monitor to express their actual beliefs across situations (a high self-monitor might say something other than their true beliefs if they believe the situation calls for it or if they believe others will perceive them in a negative manner).

مراقبة الذات:

هناك أناس يكونوا مراقبين لذواتهم بدرجة عالية ، بينما آخرون يراقبون ذواتهم بدرجة منخفضة ... والشخص مرتفع المراقبة لذاته يكون معنياً بالكيفية التى يدركه بها الآخرون ثم يغيرون أنفسهم بالفعل للتواؤم مع مختلف الظروف (مثال لذلك، إذا كانوا يعتقدون بأنهم سيكونوا مُدركين على نحوسلبى من قبل الآخرين ، فإنهم يغيرون سلوكهم للدرجة التى يُدركون بها بإيجابية أكثر ... بدلاً من أن يتصرفوا على هذا النحو تماما على نحو ثابت) وعلى الجانب الآخر ، فإن الشخص منخفض مراقبة الذات يكون أقل اهتماماً بالكيفية التى يدركه بها الآخرون ومن ثم يكون أكثر ميلاً للتصرف على نحو متسق (ثابت) مثال على ذلك ، الشخص منخفض المراقبة لذاته والذى يعتنق معتقدات دينية بعينها سيكونوا أكثر ميلاً – مقارنة بمرتفعى المراقبة لذواتهم- لأن يعبروا عن معتقداتهم الدينية بمختلف المواقف (الشخص مرتفع الرقابة الذاتية قد يقول شيئاً ما للآخرين عن معتقداتهم الحقيقية إذ اعتقدوا بأن الموقف يستدعى ذلك أو إذا اعتقدوا بأن الآخرين سوف يدركونهم على نحو سلبى).

Self-Actualization: Maslow believed that there are five types of needs that motivate us in our every day lives. At the top of Maslow's hierarchy are self-actualization needs where people have reached their full potential and have become all that they can be. According to Maslow, few people in history are said to have self-actualized.

تحقيق الذات:

إعتقد ماسلو بوجود خمسة أنواع من الحاجات التى تدفعنا فى حياتنا اليومية . وفى قمة هرم ماسلو توجد حاجات تحقيق الذات حيث حقق الأشخاص إمكاناتهم كاملة وبلغوا أقصى مايستطيعون. ووفقاً لماسلو ، قليل من الناس عبر التاريخ يمكن القول بأنهم تمكنوا من تحقيق ذواتهم.

Self-Awareness: Ever think of yourself as an object of attention or become aware of "being"? If so, you were self aware, which is often defined as a psychological state in which one takes oneself as an object of attention. Star Trek used to have shows that focused on "what is life" and one of the criterion for life seemed to be that the organism was self-aware...that it realized and was aware of its own existence.

الوعى بالذات:
هل تفكردوماً بأن ذاتك موضوعاً للاهتمام أو تصبح واعياً ب " الوجود" ؟ إذا كنت كذلك ، فأنت حينئذ واعياً بذاتك، والذى يمكن أن يُعرف بوصفه حالة نفسية يتخذ المرء من نفسه موضوعاً للانتباه . فالرحلة عبر النجوم (الأبراج) (ربما يقصد عروض القبة السماوية) تستخدم للعروض التى تكون مركزة على " ماهية الحياة " وأن أحد محكات الحياة يمكن أن يتمثل فى أن الانسان كان واعياً بذاته... وأن ذلك قد تحقق وكان واعياً بوجوده الذاتى .

Self-Consciousness: Who hasn't been self conscious at some point in time? Although most people have experienced some feeling of being self-conscious at some time, the psychological term self-consciousness refers to a more habitual tendency to focus on your own self-awareness...almost to the point of fixation.

الشعور بالذات:
من منا لم يكن شاعراً بذاته فى بعض الأوقات ؟ فبالرغم من ان معظم الناس قد خبروا بعض الإحساس لأن يكونوا شاعرين بانفسهم فى بعض الأوقات ، ويشير المصطلح النفسى " الشعور بالذات " إلى نزعة اعتيادية زائدة للتركيز على وعينا بذواتنا ... يصل غالباً إلى حد التثبيت المرضى .

Self-Concept: We all have lots of ideas and feelings about ourselves as objects or beings. When you add all of these ideas and feelings together, you you're your self-concept...the total of you thoughts and feelings that define your "self" as an object.

مفهوم الذات:
لدينا جميعاً الكثير من الأفكار والمشاعر عن أنفسنا كموضوعات أو موجودات . وعندما تجمع كل تلك الأفكار والمشاعر معاً ، فإنك تشكل مفهومك لذاتك ... إن مجموع أفكارك ومشاعرك هى التى تحدد ذاتك كموضوع

Self-Disclosure: Self-disclosure refers to times when you share very private, intimate secrets about yourself with another person. Typically in a counseling setting, self-disclosure is necessary to make significant progress. Not only is this important in counseling settings, but it is crucial for successful, loving relationships.

كشف الذات:
يشير مفهوم كشف الذا ت للحظات بوحك بأسرارك الخاصة والأثيرة إلى شخص أخر . وعلى نحو نمطى ، يعد كشف الذات امراً ضرورياً من اجل احداث تقدم جوهرى. ولا تتوقف أ همية كشف الذات على الأوضاع الارشادية فحسب ، بل تعد حاسمةلعلاقات الحب الناجحة .

Self-Esteem: The extent to which and ways in which people view themselves. People who view themselves favorably have good self-esteems whereas people who view themselves negatively have poor self-esteems. Self-esteem affects a person's behavior dramatically.

الاعتداد بالذات:
المدى الذى له والطرق التى من خلالها ينظرون لذواتهم . فالأشخاص الذين يرون أنفسهم على نحو مرغوب فيه يتمتعون باعتداد جيد بالذات ، بينما الأشخاص الذين يرون أنفسهم على نحو سلبى يكون اعتدادهم بذواتهم ضعيفاً . ويؤثر الاعتداد بالذات فى سلوك الشخص على نحو درامى .

Semantic Encoding: As you know, encoding is the process of getting information into memory for storage. Semantic encoding is a specific type of encoding in which the meaning of something (a word, phrase, picture, event, whatever) is encoded as opposed to the sound or vision of it. Research suggests that we have better memory for things we associate meaning to and store using semantic encoding.

الترميز اللفظى الدلالى:
كما تعلم فإن الترميز بمثابةعملية تسليم المعلومات للذاكرة لتخزينها . ويعد الترميز الدلالى نمطاً خاصاً من الترميز . والذى فيه يكون معنى شيئ ما (كلمة ، جملة ، صورة، واقعة ، وأى شئ أخر) تكون مرمزة كامعكاس لصوتها أو رؤيتها . ويشير البحث إلى أننا لدينا ذاكرة جيدة للأشياء التى نربطها بالمعنى ، ونخزنها باستخدام الترميز الد لالى .

Semantic Memory: Semantic memory is one of the three types of long-term memory (the others are episodic and procedural) in which we store general world knowledge like facts, ideas, words, problem solving, etc.

الذاكرة اللفظية :
هى واحدة من أنواع ثلاثة للذاكرة طويلة المدى (التذكر، الذاكرة الاجرائية) والتى بها تخزن المعرفة باختلاف أنواعها من قبيل الحقائق ، الأفكار ، الكلمات ، حل المشكلات .

Sensation: Technically, sensation can be defined as the neural synaptic of our receptors and our brain's interpretation of these firings. But how about an example to make this a little more clear....when you touch something, receptors send impulses firing that travel to the spinal cord and then into the brain for interpretation. Without both parts (the signal being sent or the interpretation), there is no sensation. The signals being sent and interpreted are what we call sensation. (Note: nothing is done with the "interpretation" at this stage, but once the interpretation is made use of and taken to the next stage, you have perception.)

الإحساس:
يمكن أن يُعرَف- فنياً- بأنه بمثابةاستجابة الشبكة العصبية للمُستقبلات ، وتفسيرات عقلنا لها . ولكن بأى الأمثلة نوضح ذلك ..... عندما تلمس شيئاً ما ، ترسل المستقبلات دفعات ملتهبة (منطلقة) تلك التى تنتقل إلى النخاع الشوكىومن ثم الى المخ ليتم تفسيرها . وبدون كلا العمليتين (الاشارات المرسلة أو التفسير ' لن يكون هناك احساس. ان الإشارات المرسلة والمفسرة هى مانسميها الاحساس . (ملاحظة : قد لايستخدم التفسير فى تلك المرحلة ، ولكن اذا مااستخدم وتحقق فى مرحلة تالية ، فهنا يكون الادراك قد تحقق لديك.

Sensitive Period: The term, Sensitive Period is a developmental term and refers to a time when a child is particularly receptive to certain kinds of environmental experiences. Given the high level of receptivity, this is an ideal time for learning. A related term is Critical Period.

المرحلة الحساسة:
مصطلح نمائى ويشير إلى الوقت الذى يكون فيه الطفل مستقبلاً بالفعل لأنواع بعينها من الخبرات البينية . إن توافر مستوى عال من الاستقبالية يُعد من أنسب الأوقات للتعلم. ويُعد مصطلح الفترة (الوقت) الحاسمة وثيق الصلة بمفهوم المرحلة الحساسة .

Sensorimotor Stage of Development: According to the developmental psychologist, Jean Piaget, from birth to approximately age 2 learn to coordinate all their sensory experiences (sights, sounds, etc.) with their motor behaviors. At this stage of development children learn about and start to understand the world around them by doing things like sucking, grasping, crawling, etc.

مرحلة النمو النفسي-الحركى:
وفقاًلعالم النفس النمائى الأسطورى جان بياجية ، تمتد تلك المرحلة من الميلاد وحتى الثانية تقريباً ، وفيها يتعلم الطفل ا لتنسيق بين كافةخبراتهم الحسية (المشاهد ، الصور ، إلخ) وبين سلوكياتهم الحركية . ويتعلم الأطفال فى تلك المرحلة من النمو تعلم وبدء فهم العالم من حولهم وذلكبعمل أشياء من قبيل المص(الرضاعة) ، الطمع (الشره) ، والحبو، وغير ذلك .

Sensory Adaptation: We get used to things. This goes for lots of things in life including smells, sounds, sights, games, people, situations...seems like after a while we get used to everything.One reason we get used to everything is because of sensory adaptation, which is reduced sensitivity to stimulation that results from repeated presentations of that stimulation. For example, my car was in for service recently and the dealer gave me a rental to use while the car was being serviced. As soon as I got into the car I was overwhelmed by the smell of smoke (even though I asked for a non-smoking car). It stunk! But after driving the car for 30 minutes or so, I didn't really notice the smell. I got used to it because I was emmersed in it. I experienced sensory adaptation.

التكيف الحسى:
لقد تعودنا على الأشياء . وينطبق هذا على الكثير من الأشياء فى حياتنا بما فيها الروائح ، والأصوات ، والمشاهد ، والألعاب ، والناس ، والمواقف ... حتى لنبدو بعد بعض الوقت وكأننا قد تعودنا على كل شئ.
إن أحد اسباب تعودنا على كل شئ انما يعود إلى التكيف الحسى ، والذى يعد بمثابة حساسية منخفضة للاثارة والتى تنشأ عن تكرار حدوث الاثارات بهذا المثير على نحو متكر ، رمثال على ذلك، إن سيارتى بالصيانة فى الفترة الأخيرة ، ويتيح لى العقد أن أحصل على أخرى بالإيجار لاستخدامها أثناء وجود سيارتى بالصيانة . فبمجرد أن أستقل السيارة أشعر بأن رائحة التدخين تملأها (لدرجة أنى طلبت سيارة أخرى بغير تدخين) أنها رائحة كريهة ! ولكن بعد قيادتى للسيارة لمدة نصف ساعة أو ماحول ذلك ، لم أعد ألاحظ الرائحة بالفعل . لقد تعودت عليها لأنى أصبحت منغمساً فيها . لقد حدث لى تكيف حسى .

Sensory Memory: The part of the memory system which is the initial contact for stimuli. Sensory memory is only capable of retaining information for a very short period of time. This type of memory allows your eye to have a larger field of vision by remembering images that your eye has already focused on. In actuality, your eyes' field of vision is quite small but because of sensory memory you are able to remember stimulus your eye has already viewed.

الذاكرة الحسية:
قسم من اقسام نظام الذاكرة والذىيعد الاتصال الأولى بالمثير ، والذاكرة الحسية تكون مؤهلة فقط للإحتفاظ بالمعلومات لفترة وجيزة من الوقت .ويسمح هذا النوع من الذاكرة لعينك لأن تستوعب مجالاً أكبر من الرؤية وذ لك بتذكر الصور الذهنية التى سبق لعينيك أن ركزت بالفعل عليها . فمجال رؤية عينيك - فى الواقع – صغير للغاية ، ولكن بفعل ذاكرتك الحسية يكون بوسعك أن تتذكر المثيرات التى قد رأتها عينك بالفعل.

Sensory Neurons: You have a few different types of neurons in your body including interneurons, motor neurons, and sensory neurons. Sensory neurons are responsible for bringing information from sensory receptors (like the nerves in your hand) to the central nervous system (spinal cord and brain). In other words, these neurons carry information about the senses, so they bring information from the eyes, ears, etc., as well as from within the body like the stomach.

الأعصاب الحسية:
لديك أنواع مختلفة قليلاًمن الأعصاب فى جسدك بما فيها الخلايا العصبية ، والأعصاب الحركية ، والأعصاب الحسية . والخلايا العصبية تكون مسئولة عن نقل المعلومات من المستقبلات الحسية(مثل الأعصاب الموجودة بيدك) إلى الجهاز العصبى المركزى (الحبل الشوكى والمخ) .بكلمات أخرى ، تحمل تلك الخلايا العصبية المعلومات بشأن الاحساسات ، إذ أنها تنقل المعلومات من العينين ، الأذنين ، إلخ..، وكذلك من داخل الجسم كالمعدة.

Serial Position Effect: This term is a memory-related term and refers to the tendency to recall information that is presented first and last (like in a list) better than information presented in the middle. Sometimes I experience this when I go to the store and don't write a list. My wife tells me the things we need and I try to remember them by rehearsing them (I say the list over and over). This keeps the information in short-term memory longer. But in the time it takes me to get to the store and then with all the distractions of getting items, looking at labels, etc., I tend to remember the items that were first on the list (probably because I rehearsed them so much) and the last items (probably because those were the ones I heard most recently) but always forget the ones in the middle. I guess I should write them down, huh?

تأثير الترتيب التسلسلى:

Sex Differences: Sex Differences refer to the differences in how males and females behave and think. Sex differences are driven by actual biological gender disparity, rather than by differing environmental factors (nurture), and affect our cognition and behavior. This is different than Sex Roles.

الفروق الجنسية:
تشير إلى تلك الفروق التى تجعل الذكور والإناث يختلفون فى السلوك والتفكير. وتنشأ الفروق الجنسية عن التباين البيولوجى الفعلى بين النوعين ، ذلك فضلاً عن العوامل البيئية المتفاوتة (التنشئة) ، وتؤثر فى المعرفة والسلوك. وهذا يختلف عن أدوار الجنس.

Sex Roles: Sex Roles refer to behaviors viewed as acceptable for each sex according to societal norms. Sex roles play a large part in determining our development and how we act, and are affected by the environment (unlike Sex Differences). For example, it used to be that men and women had very specific roles such as, the man went to work to earn money and the woman stayed home to keep the house and raise the children. These were roles that were sex-specific and were determined by the society and the time period.

أدوار الجنس:
تشير أدوار الجنس إلى السلوكيات التى ينظر إليها بوصفها مقبولة بالنسبة لكل جنس وفقاً لمعايير المجتمع . وتمثل أدوار الجنس جانباً كبيراً من نمونا وكيف نتصرف . وتكون متأثرة بالبيئة (على خلاف الفروق الجنسية) مثال على ذلك ،
وتستخدم أدوار الجنس للاشارة إلى أن لكل من الرجال والنساء أدوار خاصة بكل منهما من قبيل أن الرجل يخرج للعمل من أجل أن يحصل على المال والمرأة تبقى بالبيت للعناية بالبيت وتربية الأطفال . وتلك الأدوار هى خاصة بالجنس وتكون محددة بالمجتمع وبالحقبة الزمنية .

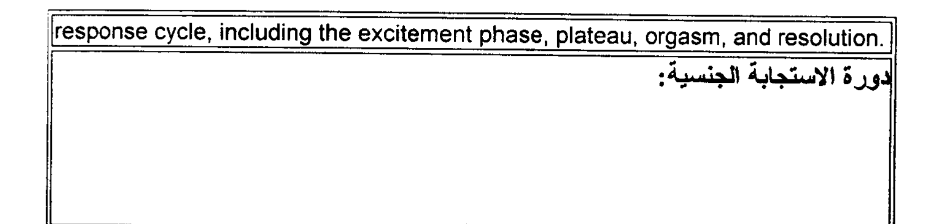
Sexual Dysfunction: Sexual dysfunction is any problem relating to sex that interfers with a person's ability to perform sexually. This is not something that happens once (like drinking to much alcohol and being unable to get an erection) but occurs repeatedly and/or consistently. I don't even like talking about this, so let's move on, shall we?

الاختلال الجنسى الوظيفى:
هو كل مشكلة تتصل بالجنس من جهة قدرة الشخص على الأداء الجنسى . ولا ينطبق ذلك على واقعة حدثت لمرة واحدة(مثل احتسائك لكحول زائد وتصبح غير قادر على الانتصاب) ولكن مايظهر على نحو متكرر ومستمر . وأنا لاأحب أن أتكلم عن هذا الموضوع ،دعنا ننتقل إلى موضوع آخر ، هيا بنا.

Sexual Orientation: Do you like men or women? Your sexual orientation is your sexual preference for members of the same sex or opposite sex. If you like members of the same sex you would be classified as having a homosexual orientation. If you like members of the opposite sex you would be classified as having a heterosexual orientation.

الوجهة الجنسية:

Sexual Response Cycle: As scientists I guess we need to study everything we can to make sense of it. Leave to us to make sex scientific. Anyway, the sexual response cycle, identified by Masters and Johnson in 1966, includes the stages humans go through during sexual interaction. There are four stages in the sexual


response cycle, including the excitement phase, plateau, orgasm, and resolution.

دورة الاستجابة الجنسية:

Short-Term Memory: Short Term Memory is the part of the memory system where information is stored for roughly 30 seconds. Information can be maintained longer with the use of such techniques as rehearsal. To retain the information for extended periods of time; it must be consolidated into long-term memory where it can then be retrieved. Short-term memory allows you to retain phone numbers from an operator before and while you are dialing the number of interest. The capacity of short-term memory is also limited. Most people can only store roughly 7 chunks of information plus or minus 2. This is way phone numbers only have seven digits.

الذاكرة قصيرة المدى:

Similarity: Similarity is one type of "grouping rule" that we, as humans, follow in an effort to make sense of our basic sensations and the world around us. We follow these very specific rules unconsciously, but they are very important for our everyday survivial. One grouping principle or rule is "similarity" which refers to the tendency for humans to group together objects or stimuli that seem similar to each other. For example, what do you see here: $$$$$ 88888 !!!!!
Most people would say they see 5 dollar signs followed by 5 number 8's, and 5 exclamation points. But why not see this as 15 items that mean nothing together, or random symbols and numbers? The reason is that we group similar items together to try and make sense of them or find some pattern.

التشابه:

Skinner Box: The Skinner Box was created by Behaviorist B.F. Skinner who used it to study animals such as rats and pigeons. The chamber (in the shape of a box) contains either a lever or key that can be pressed in order to receive reinforcements such as food and water. There was also a mechanism that recorded all the behaviors of the animals, the schedules of reinforcement the animals were on, etc. It was a very controlled environment that Skinner used to meticulously study behavior. The Skinner Box created what is known as Free Operant Procedure - responses can be made and recorded continuously without the need to stop the experiment for the experimenter to record the responses made by the animal.

صندوق سكنر:

Sleep Apnea: Sleep Apnea is a sleep disorder in which the person's muscles become so relaxed that the airways become blocked and the person has trouble breathing and actually stops breathing momentarily). These people tend to snore a lot. The big problem here is that the person is not getting enough oxygen. Each time they stop breathing their blood oxygen level drops until it gets so low it

wakes them mometarily (usually not noticed by the sleeper). This cycle (stop breathing and then waking) can happen hundreds of times a night. In addition to dangerously low blood oxygen level, the person can't get enough slow-wave sleep so they usually feel tired and complain of poor sleep.

اعياء النوم:

Social Clock: Have you ever heard someone say (or said yourself) "my clock is ticking." This is an example of a social clock which is a cultural specific timetable for events to occur. Events include marriage, having children, etc. For example, in some cultures it is expected that people be married in their teens. This is an example of a social clock - in that cutlture they have an accepted timetable for when events are to occur.

الساعة الاجتماعية:

Social Cognition: This subarea of Social Psychology exams our ability to gather information about and understand the rules and concepts that govern our social interactions--the ways in which we understand social rules of etiquette, proximity, objectics, gestures, inferences, etc. At its essence, social cognition includes the processes we use to understand the world around us.

المعرفة الاجتماعية:

Social Exchange Theory: There are many different theories about why we help each other. According to social exchange theory people help each other when there is a positive cost-benefit analysis; when the benefits outweigh the costs.The benefits can be tangible or intangible, physical or psychological. All that really matters is that the person perceives the benefits to be greater than the costs.
نظرية التبادل الاجتماعى:

Social Facilitation: Norman Triplett, way back in 1898, noticed that people in bicycle races went faster when they were competing against each other directly than when they were racing individually (e.g., an individual time trial). This observation was the basis for social facilitation, which states that people perform certain tasks better when they are in the presence of other people. This is true for simple tasks, tasks people are good at already, or already learned tasks, but not for difficult or novel tasks.
الشحذ الاجتماعى:

Social Identity Theory: This theory addresses the ways in which people perceive and categorize themselves. According to social identity theory, individuals form self-conceptions that are based on two parts: 1) personal or self identity, and 2) collective identity. Personal or self identity refers to our unique, personal qualities such as our beliefs, our abilities and skills, etc. The collective self includes all the qualities that arise from being part of a society, culture

family, groups, clubs, etc. For example, you may identify yourself as a protestant, male, football player, who is very popular with people at school.

نظرية الهوية ا لاجتماعية:

Social Influence: When a person or group uses any type of social power to change the attitudes or behavior of others in a particular direction, they have used social influence. For example, a persuasive argument might be even more effective if your teacher (an authority figure with social power) is an expert on a topic as opposed to just having some knowledge about the topic. If the teacher is able to change your attitude in the direction of the argument, they have used a type of social influence.

التأثير الاجتماعى:

Social Leadership: In contrast to task leadership, people with social leadership skills are good at getting members of the team excited about their task, increasing energy, inspiring team spirit, and reducing conflict. Often being a democratic type of leadership, social leaders often produce high performing teams and may be popular with their subordinates…after all, don't you want to follow a leader that makes you feel enrgized, good about yourself and your effort, and gets the team working effectively?

القيادة الاجتماعية:

Social Learning Theory: This theory, made famous by Albert Bandura, states that social behavior (any type of behavior that we display socially) is learned primarily by observing and imitating the actions of others. The social behavior is also influenced, according to this theory, by being rewarded and/or punished for these actions. For example, if a child sees his older brother bring home a good report card and he gets a great reward for it, the child may observe this, see the older brother get rewarded, and then learn that having a good report card will get rewarded so he should do it too.
نظرية التعلم الاجتماعى:

Social Loafing: When more people are involved in a task, the task is done faster, more easily, and better...right? Not necessarily! Social loafing is the tendency for people in a group to put less effort into the task when the effort is pooled (when they are all supposed to work on the task) compared to when they are all responsible for their own contributions. By having more people involved in the group task, each person can put in a little less effort, thinking that others will make up for their lack of effort. You may have seen this type of situation with, for example, road crews...sometimes there are 10 on the crew, 3 are working hard, 2 are sort of working, and the other 5 are sitting around talking. Are they all putting in as much effort as they would if each worked alone? Probably not.

التقاعس(التواكل)الاجتماعى:

Social Norms: Social Norms are the rules for how people should act in a given group or society. Any behavior that is outside these norms is considered abnormal. For example, if you live in a society where it is common for people to wear plates in their lips, not wearing plates in your lips would be considered outside the social norm. Personality disorders as well as mental and psychological disorders are considered abnormal due to their variance from that which is socially acceptable from the social norms.

المعايير الاجتماعية:

Social Psychology: People do not live in isolation (at least most don't), but come in contact or interact with others on a regular basis. As a result, people are influenced by other people. As the PsychGuy's advisor states, "We humans are social species" (Forsyth, 1995, p.2), and as a social species, we are influenced by other people at a variety of levels. Social Psychology seeks to understand these interactions, and can thus be defined as the scientific investigation of how the thoughts, feelings, and behaviors of people are influenced by the presence of others. It is important to note that the presence of others does not have to be real; people only have to perceive that others are there. The underlying premise of Social Psychology is that people are not merely their personalities, not merely a product of their environments, but are who they are as a result of the interaction of the environment and personality. The following formula was presented by Kurt Lewin and expresses the interaction between personality and the environment: B=f(P, E): in this formula, B=behavior, P=person, E=environment, and f=the function of.
علم النفس الاجتماعى:

Social Role Theory: This theory suggests most behavioral differences we know about between males and females is the result of cultural stereotypes about gender (how males and females are supposed to act) and the resulting social roles that are taught to young people.
نظرية الدور الاجتماعى:

Social Roles: Expectations for the ways in which people are expected to behave in specific situations. These expectations are created and defined by the societies in which the people live, which means that different societies have different social roles (and therefore, different expectations for the ways people are "supposed to act").

الأدوار الاجتماعية:

Sociobiology: Now, don't get mad at me for explaining this term. It's not "my" term, I'm just explaining it. Sociobiology is a scientific approach or discipline that is concerned with identifying biological and genetic bases for social behavior in humans and other animals. What's wrong with that, you ask? Well nothing...yet. One perspective of sociobiology is that, with respect to reproduction, males and females are driven toward the same goal of making sure they pass on their genes to the next generation. Their methods are a bit different though. According to this approach, ales are driven to produce as many offspring as possible, which means they are likely to reproduce with many different females as possible. Conversely, females increae the chances of passing on their genes to the next generation by trying to select a male that has good genes and, possibly, will help protect and raise the young. This helps ensure the survival of the offspring and, as a result, their genes. Remember, I didn't come up with this, I'm just giving you the information.

علم البيولوجيا الاجتماعية:

Sociopath: This term is really synonymous for someone with a sociopathic personality, which is really another way of saying "antisocial personality". So, let's define antisocial personality—this is a type of personality disorder in which the person has impulsivity, an inability to live by the rules, customs, and laws of the society in which they live, and a lack of anxiety or guilt about their behavior.

المرضية الاجتماعية:

Somatic Nervous System: The part of the nervous system which connects the brain and spinal cord to the voluntary muscle system. The somatic nervous system is part of the peripheral nervous system. The peripheral nervous system is also made up of the autonomic nervous system, which connects the brain and spinal cord to involuntary muscles and glands.

الجهاز العصبى الجسدى:

Somatoform Disorders: There are many different types and forms of psychological disorders. To make sense and organize them all, we place disorders into categories, such as anxiety disorders, dissociative disorders, somatoform disorders (among others). Somatoform disorders as those that have some type of bodily symptom (soma = body) but don't appear to have any physical cause. This does not mean that the symptoms are not real, only that a physical cause for the real symptoms can't be found. This may be the result of anxiety, stress, among other causes.

الاضطرابات جسمية المظهر:

Somnambulism: Somnambulism (often also referred to as Nocturnal Somnambulism) describes a condition in which an individual repeatedly sleep-walks. In Psychology, it is classified as a dissociative disorder, which also includes
amnesia, fugue, and multiple personality disorders. Somnambulism is now thought to be a relatively benign
disorder, and is usually not treated. However, there is a risk that the person could be injured accidentally (walking into things, falling down stairs, etc.) during sleep walking.

المشى أثناء النوم:

Speed Tests: Speed tests are designed to assess how quickly a test taker is able to complete the items within a set time period. The primary objective of speed tests is to measure the person's ability to process information quickly and accurately, while under duress. Speed tests contain more items than the vast majority of applicants will be able to answer in the time allotted, and the items are usually not high in difficulty. Scoring is based on how many questions are answered by the applicant within the time limit. Often these tests are used by human resource professionals and I/O Psychologists during the hiring process.

اختبارات السرعة:

Split Brain: As you may know, the human brain has two halves; a right half and a left half. Information is able to travel from one half to the other br crossing a bridge known as the corpus collosum. However, split brain refers to the situation in which the connections between the halves of the brain are severed...basically the bridge is cut. Although there are some abilities that are lost by severing the connection between the halves, people are able to function quite well.

المخ المنشق:

Split-Half Reliability: A measure of consistency where a test is split in two and the scores for each half of the test is compared with one another. If the test is consistent it leads the experimenter to believe that it is most likely measuring the same thing. This is not to be confused with validity where the experimenter is interested if the test measures what it is suppose to measure. A test that is consistent most likely is measuring something; the experimenter just does not know what that "something" is. This is why it is said that reliability sets the ceiling of validity.

اتساق التجزئة النصفية:

Spontaneous Recovery: Spontaneous recovery is a term associated with learning and conditioning. Specifically, spontaneous recovery is the reappearance of a response (a Conditioned Response; CR) that had been extinguished. The recovery can occur after a period of non-exposure to the Conditioned Stimulus (CS). It is called spontaneous because the response seems to reappear out of nowhere. Let's look at an example. Let's say I condition (teach/train) a rat to press a lever whenever I ring a bell. Then I teach the rat to press the lever when I flash a light and not when I ring the bell. Once I've accomplished this, we can say that the first conditioned response (pressing the lever when I ring the bell) has been extinguished. But then one day, the rat starts to press the lever when I ring the bell and not when I flash the light. In this situation, there was spontaneous recovery of the response that was previously extinguished.

العودة التلقائية:

S-R Approach (Contiguity): The S-R Approach is the "stimulus-response" approach and is based on the premise of Contiguity, which states, for learning to occur, the response must occur in the presence of or very soon after a stimulus is presented, or an association will not occur. In essence, this is a behaviorist view based on the idea that learning will occur only if events occur relatively close together in time.

منحنى المثير – الاستجابة:

Standard Deviation: Standard Deviation is a measure of variation (or variability) that indicates the typical distance between the scores of a distribution and the mean. Looking at an example will help us make sense of this.

Assume a professor is interested in the satisfaction of students in her

psychology class. She decides to survey the students by asking them to rate the class from one to five. From the surveys, she calculates the average score to be three. From this she can assume that people's satisfaction was average. Wanting to know more she decides to calculate the standard deviation and finds it to be equal to two--meaning, the amount of variability between the numbers was 2. This means that most scores were either a one or a five (thus producing the average of three), showing that students were either very satisfied with her class or very dissatisfied with her class (they gave ratings of 1 or 5 most frequently). By obtaining a measure of variability, she was able to understand more about how people felt with the class than she would of with just an average score. This is one of the reasons why standard deviation (and variability) is so important.

الانحراف المعيارى:

Standardization: Consistency and objectivity of how tests are administered and scored. In order to compare one person to another on a test, it is important that they take the test under the same conditions and the same scoring procedure is applied to both. For example, suppose one person took a math test in a thunderstorm and the other in a silent proof room. Based on the test scores, could we really say who was better in math? Or is it fairer to say that the thunderstorm condition confounded that person's score? Let us further say that we applied different scoring criteria to each of the test takers. Could we still say who was better in math? This is way standardization is so important in testing.

التقنين:

Stanford-Binet Test: Alfred Binet (in collaboration with Theodore Stanford) was instructed by the French government to design a test that would identify children who would have problems with school and or learning the material that was designed for children in their own age range. a widely used intelligence test. They then set out to create a test that measures a child's mental age (the average mental ability for a child of a specific chronological age). They could use this mental age as a guide, to see if, for example, a 5 year old has "normal" intelligence, which would be a mental age of 5, or a mental age that was above or below. The test does not identify why children perform above or below a specific age range, only at what mental age a child performs. The test does however, according to its creators, measure how well a child of a specific age will be able to handle school work designed for children of similar age.

اختبار ستانفورد – بينيه:

State-Dependent Retrieval: Recall from long-term memory that is dependent on certain cues from our physical states.

الاسترجاع المتوقف على الحالة:

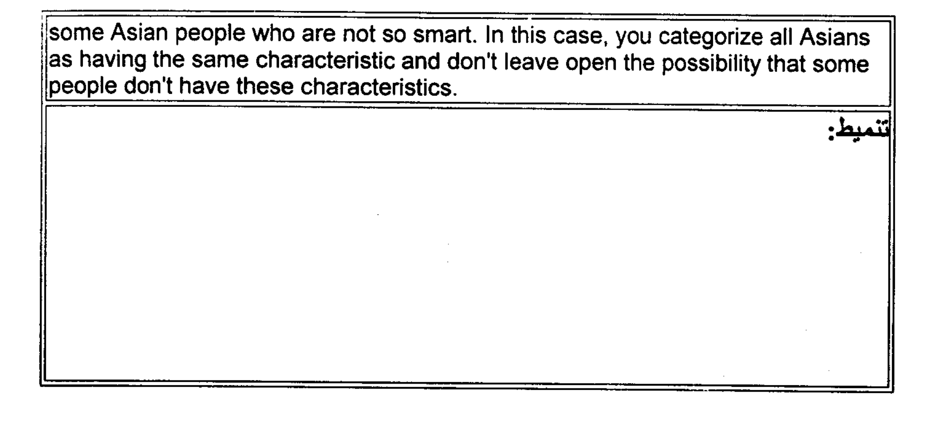
Statistical Significance: This is a very important and common term in psychology, but one that many people have problems with. Technically, statistical significance is the probability of some result from a statistical test occurring by chance. The point of doing research and running statistical analyses on data is to find truth. In order to do this, you have to take lots of steps to make sure you set up good experiments, use good measures, measure the correct variables, etc...and you have to determine if the findings you get occurred because you ran a good study or by some fluke. Most often, psychologists look for a probability of 5% or less that the results are do to chance, which means a 95% chance the results are "not" due to chance. When you hear that the results of an experiment were stastically significant, it means that you can be 95% sure the results are not due to chance...this is a good thing. :>)

الدلالة الاحصائية:

Statistics: Statistics are mathematical procedures used to describe numbers and to draw inferences from those numbers. For example, if a 100 point test had a range score of 89. We could say that some people did well on the exam while others did not.

الاحصاءات:

Stereotype: We're all someone what familiar with this term and know it's not such a good thing, but do you know how to define it? Well, you will now...a stereotype is a "fixed" way of thinking about people in which you classify others into specific categories without much room for individualism or variation. For example, if you believe that Asian people are smarter than other people, you are making a blanket statement that does not allow for some individual variation - such as


some Asian people who are not so smart. In this case, you categorize all Asians as having the same characteristic and don't leave open the possibility that some people don't have these characteristics.

تنميط:

Stimulants: Stimulants are drugs that arouse or excite the nervous system and speed up bodily processes. Some types of stimulants include nicotene (cigarettes), caffeine (coffee, tea, etc.), and cocaine. As you can see, there are both legal and illegal types of stimulants, but both affect the body and nervous system.

المنبهات:
هى العقاقير التى تثير أو تهيج الجهاز العصبى ويزيد من سرعة المعالجات الجسمية .
وبعض أنواع المنبهات تحتوى على النيكوتين (السجائر) ، والكافيين(القهوة، والشاى ، وغيرها)، والكوكايين. وكما تعرف ، فإن لمنبهات منها ماهو قانونى ، وماهو غير قانونى ،ولكنها جميعها تؤثر فى الجسم وفى الجهاز العصبى .

Storage: No, this does not refer to the amount of space on your hard drive or in your closet, but it is similar. Storage is a memory-related term that refers to the ability to retain information in the brain (in memory). Memory is a process of getting information into the brain (encoding), keeping information in the brain over time (storage), and then being able to get information out of the brain when needed (retreival). In modern theory of memory, we have different types of storage; short-term memory and long-term memory.

التخزين:
كلا ، إنه لا يشير إلى مقدار المساحة الفارغة فى القرص الصلب الموجود بخزانتك ، وإن كان يشبهها . المخزن مصطلح مرتبط بالذاكرة ، والذى يشير إلى القدرة على الاحتفاظ بالمعلومات فى المخ (بالذاكرة). والتذكر عملية إدخال المعلومات فى المخ (الترميز) ، واستبقاء المعلومات فى المخ لفترة طويلة (التخزين) ، ومن ثم تكون قابلة للحصول عليها من المخ عند الحاجة إليها (الاستظهار). وفى النظرية الحديثة للذاكرة ، فإن لدينا أنواع مختلفة من التخزين ؛ الذاكرة قصيرة المدى والذاكرة طويلة المدى.

Stranger Anxiety: Although many people might get anxious around strangers, this term refers to a developmental situation in which infants become anxious and fearful around strangers. This usually occurs around 8 months of age and includes outward, fearful behaviors by the child in the presence of stranges, including crying, recoiling, clinging, etc. This is not an unusual situation and occurs at the same time as object permanence.

القلق من الغرباء:
بالغم من أن العديد من الناس قد يكونوا قلقين من الغرباء الموجودين من حولهم، إلا أن هذا المصطلح يشير إلى موقف نمائى فيه يكون الأطفال الرضع قلقون وخائفون من الغرباء الموجودين حولهم . ويحدث ذلك حول الشهر الثامن من العمر ويتضمن سلوكيات ظاهرية مليئة بالخوف فى ظل وجودالغرباء من حوله ، ومن مظاهر الخوف هذه الصراخ، التراجع، التشبس(الالتصاق بمن يرعاه) ولايُعد هذا موقفاً غير عادى ويستمربقدر استمرار الموضوع.

Stress: A psychological and physical response of the body that occurs whenever we must adapt to changing conditions, whether those conditions be real or perceived, positive or negative. Although everyone has stress in their lives, people respond to stress in different ways. Some people seem to be severely affected while others seem calm, cool, and collected all the time. Regardless, we all have it. It's also important to note that there are two types of stress, Eustress (good stress) and Distress (not so good stress).

انضغاط:
استجابة نفسية وبدنية للجسم والتى تظهر عندما يتوجب علينا التكيف مع الظروف المتغيرة ، سواء كانت تلك الظروف فى واقعها أ و مدركة ، ايجابية أو سلبية . وبالرغم من أن كل شخص يتعرض للانضغاط فى حياته ، إلا أن الأشخاص يستجيبون للإنضغاط بطرق مختلفة . فبعض الناس يبدون بوصفهم متأثرين على نحو متجهم بينما يبدو أخرون هادئون ، باردون ، رابطو الجاش طوال الوقت . وبصرف النظر عن ذلك ، فإننا جميعاً نتعرض لها . ومما يجدر ذكره أيضاً أن هناك نوعان من الانضغاط ، الانضغاط الإيجابى (انضغاط ايجابى) والكرب (وهو غير الانضغاط الايجابى)

Stressor: Anything (physical or psychological) that produces stress (negative or positive) is considered a stressor. For example, getting a promotion is a positive event, but may also produce a great deal of stress with all the new responsibilities, work load, etc.

مصدر الانضغاط: أى شئ (بدنى أو نفسى) والذى يؤدى الى الانضغاط (سلبياً أو ايجابياً) . مثال على ذلك ، الحصول على ترقية تعد حادثةايجابية ، ولكنها قد تؤدى إلى قدر هائل من الانضغاط الناشئ عن المسؤليات الجديدة، وعبء العمل ، الخ.

Structuralism: Structuralism was a school of thought that sought to identify the components (structure) of the mind (the mind was the key element to psychology at this point). Structuralists believed that the way to learn about the brain and its functions was to break the mind down into its most basic elements. They believed, the whole is equal to the sum of the parts.

Wilhelm Wundt, who is considered the pioneer Structuralist, set up the very first psychological laboratory in 1879. Following Wundt was Titchner who popularized the field (he was one of Wundt's students). Titchner was interested in the conscious mind. He used a technique called introspection to try to understand the conscious mind. Introspection is a process of having a person "look inward", focus on, and try to understand the emotion or thought they are experiencing at that moment.

البنائية: كانت مدرسة فكرية وجهت بحوثها لتحديد مكونات(بنية) العقل (إذ كان العقل هو محور علم النفس حينئذ) وقد اعتقد العالم البنائى فى أن الطريق لمعرفة العقل ووظائفه هو أن نجزئ المخ (العقل) إلى أجزائه الأساسية. واعتقدوا بأن الكل يكون مساوياً لمجموع أجزائه.
ولقد أسس وليم فونت ، والذى يُعدُ رائداً للبنائية ، أول معمل سنة ١٨٧٩. والذى تبعه تتشنر والذى بسط المجال(وهوأحد تلامذة فونت) لقد كان فونت معنياً بالعقل الواعى . واستخدم أسلوباً أطلق عليه اسم الاستبطان فى محاولة لفهم العقل الواعى . والاستبطان عملية يتمكن المرء من خلالها "أن يلقى بنظرة إلى داخله" ويركز عليه ، ويحاول ان يفهم الوجدان والفكر اللذان يخبرانها فى تلك اللحظة.

Sublimation: Although many people criticize Freud and discount his ideas, he developed many landmark theories and concepts that persist today (I'm not a Freud groupie, just point this out). One of these concepts is a defense mechanism known as sublimation. According to Freud, sublimation is a way in which people can deal with socially unacceptable impulses, feelings, and ideas in social acceptable ways. For example, a person may have a longing to be a banker but has not been able to achieve this goal (Seinfield fans...are you listening?). The frustration with not being able to achieve this goal may be very difficult to deal with and lead to hostility and anger toward bankers, to the point where the person wants to physically hurt all bankers. Of course, hurting all bankers is not socially acceptable, so the person transforms this anger with bankers into building his own venture capital business and becoming incredibly successful.

التسامى: بالرغم من أن الناس ينتقدون فرويد وقللوا من شان أرائه ، الا أنه وضع العديد من النظريات والمفاهيم الباقية حتى اليوم (أنا لست من مؤيدى فرويد. ولكنى أسجل وجهة النظر هذه فقط) . وأحد تلك المفاهيم حيلة الدفاع المعروفة بالتسامى . ووفقاً لفرويد ، فإن التسامى د' يقة يمكن للأشخاص من خلالها أن يتعاملوا مع الدفعات ، والمشاعر ، والأفكار غير المقبولة اجتماعياً بطرق مقبولة اجتماعياً . مثال على ذلك ، شخص يطمح منذ زمن طويل لأن يكون رجل أموال كبير ولكنه لم يستطع تحقيق ذلك الهدف (هل تسمع عن سلسلة نوادى سينفيلد ؟) فالاحباط مع عدم القدرة على تحقيق الهدف قد يكون أمراً يصعب احتماله ويؤدى إلى عداوة وغضب تجاه رجال المال، إلى الحد الذى معه يكون ذاك الشخص راغباً فى الحاق الأذى البدنى بكل رجال المال. وبالطبع فإن إيذاء كافة رجال المال يُعد أمراً غير مقبول اجتماعياً ' لذا فإن الشخص ينقل غضبه تجاه رجال المال إلى المضاربة برأسماله فيصبح ناجحا بصورة لافتة.

Subliminal: As humans, we have great abilities to perceive things (e.g., to see things happening far away, to hear sounds at a distance, etc.). However, we also have limitations. For example, eagles can see much, much better than humans. When we are presented with some information that is just below our conscious awareness but still reaches our brains, it is a subliminal message - meaning, the information is getting into our systems and to our brains without us truly being aware of it. You may be familiar with the idea of subliminal messages is advertising in which a message is flashed so quickly that we don't "think" we saw it (containing the message the advertiser wants us to get) but our brains actually processed it. The idea being that we will still respond to that message even though we didn't realize we saw it.

شعور تحت العتبة:
لقد وُهبنا كبشر قدرات هائلة لإدراك الأشياء (من قبيل.، أن نرى الأشياء التى تحدث بعيداً عنا ، وأن نسمع الأصوات من على مسافات بعيدة) ورغم ذلك فإن لنا حدوداً أيضا . مثال على ذلك تستطيع النسور أن ترى بصورة أفضل من البشر . وعندما تتوافر معلومات ما والتى رغم أنها تكون أدنى من وعينا الشعورى إلا أنها تصل إلى عقولنا ، إنها رسالة تحت الشعور – الأمرا لذى يعنى أن المعلومات تدخل إلى نظمنا وإلى عقولنا بدون أن نكون واعين بها بالفعل . قد تكون على ألفة بفكرةالرسائل تحت العتبة الموجودة بإعلان تكون فيه الرسالة
متوهجة على نحو سريع لانعتقد أننا رأيناها (شاملة الرسالة التى يريد الاعلان أن يوصلها الينا) ألا أن عقولنا تعاملت معها بالفعل . فتكون الفكرة التى نظل نستجيب لها لتلك الرسالة حتى وإن لم تسبق لنا رؤيتها بالفعل.

Successive Approximations: Let's use the definition of "shaping" to explain successive approximations. Our definition of "shaping" is: "a behavioral term that refers to gradually molding or training an organism to perform a specific re.,.onse by reinforcing any responses that come close to the desired response.

For example, a researcher can use shaping to train a rat to press a lever during an experiment (since rats are not born with the instinct to press a lever in a cage during an experiment). To start, the researcher may reward the rat when it makes any movement at all in the direction of the lever. Then, the rat has to actually take a step toward the lever to get rewarded. Then, it has to go over to the lever to get rewarded (remember, it will not receive any reward for doing the earlier behaviors now...it must make a more advanced move by going over to the lever), and so on until only pressing the lever will produce reward. The rat's behavior was 'shaped' to get it to press the lever."

In this example, each time the rat is rewarded, it is being rewarded for a "successive approximation", or for acting in a way that gets closer and closer to the desired behavior.

الاقترابات الناجحة:

Superego: According to Freud, humans have three main components to their personality that cause us to behave the way we do and make us who we are; the id, ego, and superego. The superego (Latin for "over the I") acts as our moral guide and mediates between the id and the ego. The superego contains the conscience, which makes us feel guilty for doing or thinking something wrong and good when we do something right.

الأنا الأعلى:
وفقاً لفرويد ، توجد لدى البشر ثلاثة مكونات لشخصيتهم ،والتي تمكننامن التصرف على الطريقة التى نتصرف بها ' والتى تعطينا هويتنا ؛ الهى، الأنا ،الأنا الأعلى ("مافوق الأنا" باللاتينية) والذى يتصرف بوصفه مرشدنا الأخلاقى ، ويتوسط بين الهى والأنا . ويتضمن الأنا الأعلى الضمير ، الذى يجعلنا نشعر بالذنب لفعل أو التفكير على نحو خاطئ وأن يكون شعورنا طيباً عندما نفعل شيئاً حسناً.

Suppression: Suppression is similar to repression, but there are some subtle differences. In repression the person "unconsciously" pushes painful or difficult memories, actions, etc. out of consciousness. However, suppression is a "conscious" exclusion (or "pushing" down) of these painful memories, thoughts, etc. In this way, we control impulses consciously as opposed to unconsciously.

القمع:
يشبه الكبت ، وإن كانت بينهما فروق طفيفة . ففى الكبت " يدفع المرء الذكريات ، والأحداث، المؤلمة والشاقة " على نحو لاشعورى" بعيداً عن الشعور . بينما يُعد القمع استبعاداً " شعورياً" (أو" دفعاً إلى العمق") لتلك الذكريات ن والأفكار إلخ. وبهذه الطريقة ، نسيطر على دفعاتنا شعورياً فى مقابل السيطرة عليها بالكبت لاشعورياً .

Survey: A survey is a method for collecting information or data as reported by individuals. This is a type of data collection known as self-report data, which means that individuals complete the survey (or provide the information) themselves. For example, if I wanted to collect information about what classes students enjoy the most, I might create a survey (has different types of questions on it pertaining to enjoyment of classes), pass it out to lots of students and ask them to complete it. The students respond to the questions themselves and then give the data back to me.

مسح:
منهج لتجميع المعلومات أو البيانات كما يقررها الأفراد بأنفسهم. وهذا نمط من تجميع البيانات والمعروف ببيانات التقرير الذاتى ، والذى يعنى أن الأفراد يقومون بملء بيانات المسح (أو الإدلاء بالمعلومات) بأنفسهم . مثال ، إذا أردت أن أجمع معلومات عن أى المواد الدراسية يستمتع بها غالبية الطلاب ، فبوسعى أن أصمم مسحاً (به أسئلة بصيغ مختلفة تتعلق بالاستمتاع بالمواد الدراسية)، وأتيحها لأكبر عدد ممكن من الطلاب ،وأطلب منهم أن يجيبوا عليها . فالطلاب يستجيبون بأنفسهم على الأسئلة ومن ثم يعيدون إلى البيانات.

Sympathetic Nervous System: Think about a time you've been in a really dangerous or frightening situation. In that situation your body responded by, for example, increasing your heart rate, raising your respiration, moving blood from one place (e.g., your digestive system) to another (your muscles), etc. These responses are all "arousal" responses which get you ready to fight or flee in times of danger. It is the sympathetic nervous system that is responsible for these responses that get your body aroused to respond. This system works with the parasympathetic nervous system which is responsible for then calming your body after the arousal (to get you back to normal). Both of these are actually part (subparts) of the autonomic nervous system.

الجهاز العصبى التعاطفى:
تأمل مرة ما كنت فيها مُعرضالموقف خطير أو مرعب . فى ذاك الموقف استجاب جسمك بمايلى ، على سبيل المثال ، زيادة معدل ضربات القلب ، زيادة معدل التنفس، دفع الدم من موضع لآخر(من قبيل. من جهازك الهضمى) لموضع آخر (عضلاتك) ، وغيرها. وكل تلك الاستجابات تمثل استجابات الاثارة والتى تؤهلك للتصدى أو للهرب أوقات الخطر .وهذا هو الجهاز العصبى المسؤل عن تلك الاستجابات والتى تجعل جسمك مستنفراً للاستجابة . وهو يعمل مع الجهاز العصبى نظير التعاطفى الذى يعد بدوره مسؤلا عن تهدئة جسمك بعد الإثارة (ليعيدك إلى حالتك الطبيعية) وكل منهما يعد _ فى الواقع _ جزءاً من الجهاز العصبى اللاإرادى(المستقل).

Synapse: The synapse is the entire junction between neurons, including the pre-synptic neuron's axon terminal, the synaptic cleft, and the dendrite of the post-synaptic neuron, across which communications flow, usually in the form of neurotransmitter molecules secreted by the pre-synaptic neuron (on its axon terminal) that travel a short distance across the synaptic cleft (this is the actual space between the neurons - the space between the axon terminal of one neuron and the dendrite of the other) to the post-synaptic neuron. Once at the post-synaptic neuron, some of the neurotransmitters will attach themselves (bind) to some receptors. It is important to know that the neurotransmitters and receptors work like a lock and key; that is, they both have certain shapes and only specific neurotransmitters can fit into certain receptors.

المشتبك العصبى:

Systematic Desensitization: This is a form of treatment or therapy for phobias, fears, and aversions that people have. The premise is to reduce a person's anxiety responses through counterconditioning - a person who learned to be afraid of something is associating fear with that object or behavior, and the way to eliminate this is to teach the person to replace the feelings of anxiety with feelings of relaxation when the object or behavior is present. This approach is based on conditioning relaxation with the feared object or object of anxiety. For example: A) the fear - fear of dating women B) the client is asked to create a hierarchy of anxiety (what makes the client afraid, from least fear producing to most fear producing). 1) sitting next to a woman in class (least) 2) talking to a woman in class 3) walking with a woman on campus 4) calling a woman on the phone 5) eating a meal with a woman 6) going out on a date with a woman (most) C) the therapist then teaches the client some relaxation technique and then has the client use the relaxation technique when encountering (or just thinking about) the first level (sitting next to a woman in class). Once the client is comfortable with this, they move on to the next level, and so on until the client becomes relaxed and is able to go out on a date with a woman.

الخفض المنظم لساسية الخوف:

Syntax: How do you know what order words should be in when you speak or write sentences? You know how to order words because you learned syntax: the rules that specify how words should be ordered in a sentence to make the sentence meaningful. Of course, these rules vary according to language (English is different than Russian, for example). For example, if you want to tell someone that you ran to the store, you know to put the verb "ran" before the noun "store" to form the sentence "I ran to the store" as opposed to saying "I store ran".

النحو اللغوى:

Task Leadership: There are a variety of different types of leaders and leadership styles. None of these leadership styles is right for all people or situations. One works in one situation may not work in another. One type of leadership is task leadership, which is goal-directed or goal-oriented type of leadership. This type of leadership is good when you need to stay focused on goals and move as a unit toward common objectives.

قيادة المهمة:

Telegraphic Speech: At approximately age 2, children enter the Two-Word Stage of language development. During this stage they exhibit telegraphic speech, which is speech that sounds very much like a telegram, has words arranged in an order that makes sense, and contains almost all nouns and verbs. For example, a child at this stage of development who wants to get milk may say "get milk", as opposed to saying just "milk". As you can see, there are only two words, they are in an order that makes sense, there is one verb and one noun, and it sounds like a telegram.

الحديث التلغرافى :

Temperament: Temperment refers to the characteristics and aspects of personality that we are born with. For that reason, they are similar to traits in that they are both innate (born with these things) and enduring. Infants who are anxious and nervous tend to be the same way when they are older. One difference though is that temperment more often relates to emotionality...the specific emotional characteristics such as calm, anxious, or nervous.
المزاج:

Temporal Lobes: The area in the brain involved with hearing. The temporal lobes are part of the cerebral cortex and are located above the ears. Interestingly, each lobe is responsible for hearing in the opposite ear – so the lobe on the left side of your brain is responsible for hearing from the right ear.
الفص الصدغي:

Testosterone: This is the chemical that makes men, MEN. Just kidding...testosterone is a very important male sex hormone. Although it is considered a male sex hormone, women do have it, just in lesser quantities than men. As a fetus is developing, it is testosterone that promotes the growth of male sex organs and other male-specific features. It's also responsible for the male-specific changes that occur during puberty such as deepening in the voice and increased facial hair.
هرمون الذكورة:

Test-Retest Reliability: A measure of consistency for tests and other instruments. Individuals are asked to take the test of interest and then take the same test again at a later date. The scores are then compared. The closer the scores are, the more reliable the test. Reliability is an important factor in testing because if paves the way for accuracy. Remember, reliability refers to a test producing consistent results, not necessarily valid results.

الاتساق بإعادة الاختبار:

Textural Gradient: Texture gradient relates to the ways in which we perceive depth. Specifically, texture gradient is a monocular cue (meaning it can be seen by either eye alone...don't need both eyes) in which there is a gradual change in appearance of objects from coarse to fine - some objects appear closer because they are coarse and more distinct, but gradually become less and less distinct (and more fine) which makes the objects appear to get further and further away. For example, if you look at a photograph of a crowd of people, the people that were closer to the camera are represented in the picture with more coarse and distinct features. But to make the people who were further away actually appear further away in the photo, they are represented by less distinct and finer features.

انحدار الأسطح:

Thalamus: The thalamus is a structure deep within the brain stem that receives sensory information from the nervous system and passes the information to the cerebral cortex and other parts of the brain. It acts as a director of information related to bodily functions such as seeing, sleeping, hearing, waking, tasting, and touching.

المهاد:

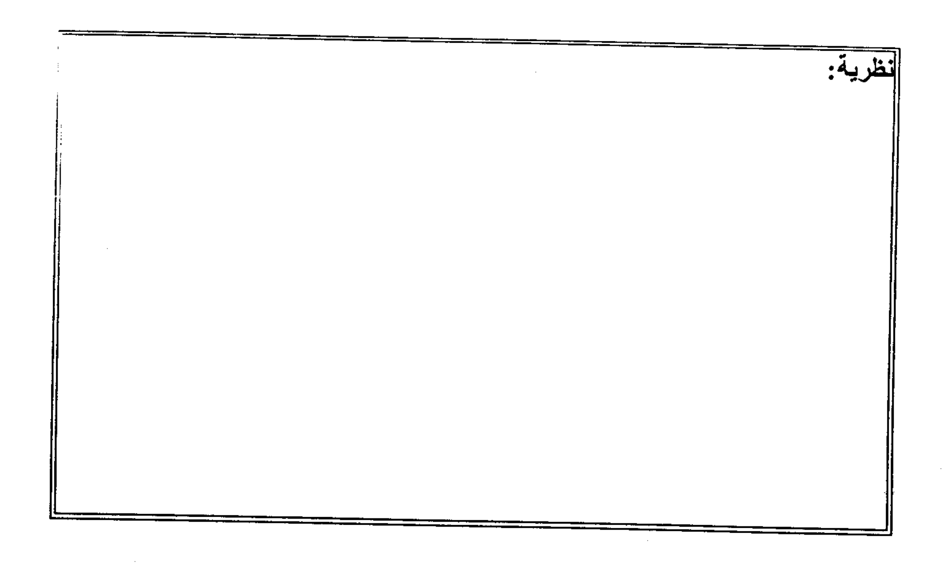
Thanatos: According to Freud humans have a life instinct (eros) and a death instinct, called thanatos. This death instinct compels humans to engage in risky and destructive behaviors that could lead to death (remember, it is an instinct for personal death). Behaviors such as thrill seeking, aggression, and risk taking can be considered actions stemming from thanatos.
غريزة الموت:

THC: Okay, I am sure this is a completely unknown term to all students...THC, which stands for delta-9-tetrahydrocannabinol, is the active ingredient in marijuana. THC is the ingredient responsible for some of the effects of marijuana which, according to scientific evidence, include minor hallucinations, increased sensitivity to colors and sounds, and heightened state of relaxation.
المادة الفعالة بالماريجوانا:

Thematic Apperception Test (TAT): This is a projective test that is used to help people express their feelings in a non-threatening manner. This is done by having people create stories about ambiguous characters, scenes, and situations. People are shown ambiguous pictures and then asked to make up stories about them. This allows the person to "project" their own feelings and interests onto the picture. So rather than saying, I feel really angry, the person may indicate that the person in the picture looks really angry and upset about something.

اختبار تفهم الموضوع:

Theory: This is one of the most important terms in psychology, so make sure you understand it well. I'm sure you've used this term many times, but you may have been using it in a way that is different than it is used in psychology. The first thing you must remember is that psychology is a science. As such it is based on observable events and the scientific method. But there are so many different events and facts about behavior that trying to make sense of everything is simply not realistic. So, we use theories to help organize lots of different observable events, make sense of them, make predictions about them, and connect them to some more comprehensive principles. In essence, theories explain observable events in a meaningful way. Keep in mind that theories are not as specific as hypotheses, which are so specific that we use them to make predictions in research. Theories are more general explanations about behavior and events. For example, if I see many people scream in pain when they touch a flame, I could theorize that extreme heat causes pain (that's a tough one, eh?).



نظرية:

Theory X: What motivates you to work hard? According to Douglas McGregor, there are two categorizations of what motivates people: Theory X and Theory Y. Theory X suggests that people work for extrinsic reasons – in other words, money! This theory is linked to management and leadership, and assumes that workers are lazy, selfish, and generally sloppy at their work. As a result, managers with this approach believe their employees must be given really simplistic tasks, little independence or freedom, and tasks that do not involve much creativity.

نظرية x:

Theory Y: What motivates you to work hard? According to Douglas McGregor, there are two categorizations of what motivates people: Theory X and Theory Y. Theory Y suggests that people are motivated for intrinsic reasons as opposed to

extrinsic reasons. What this means is that they are working for reasons that go well beyond money and include reasons such as feeling satisfied with themsleves, increasing self esteem, helping others, etc. This is really an approach toward management and leadership. A manager that takes a Theory Y approach gives workers more freedom so that they can be independent, strive for success, and be more creative.

نظرية y:

Threshold: The term "threshold" has a couple of different meanings, but let's start with the simple one. A threshold is the minimum amount of stimulation needed to start a neural impulse (you know, the electrical impulses that travel throughout your body carrying important information). There is a very scientific explanation to this that includes the actual mV (millivolts) of the inside and outside of the neural membrane, how the sodium pottasium channel works, and lots more, but for this definition let's just leave it as is.

For more information on the sodium potassium pump and the neural impulse, consult your book or the biological psychology class notes on AlleyDog.com(http://www.alleydog.com).

العتبة الحسية:

Token Economics: A student once told me that token economics was a type of economics created by J.R.R. Tolkien...Yes, the same guy who wrote Lord of the Rings. Sorry, but token Economics is a behavioral approached used to change the behavior of patients with severe psychological disorders (although it can be used with anyone, this is often how we talk about it in psychology). Patients in a hospital are rewarded with tokens for exhibiting and performing desired behaviors. The tokens are then used to purchase things that the patient wants. For example, extra time watching TV or playing a video game. In this way, patients learn to "modify" their "behavior" in order to receive tokens.

اقتصاديات توكن (السلوكات امناسبة من المرضى):

Tolerance: Although there are a few different ways to define and use this term, in this case we are talking about tolerance as it relates to drugs. When you take medications or drugs your body begins to get used to the drug. As a result, you may need to take more and more of it in order to get the same effects. This reduced effect of the drug is tolerance - your body is getting used to the drug causing a reduction in its effectiveness. In some cases, psychologists require patients to go without medications or take breaks from their medications (drug holidays) in order to reduce tolerance and maintain its effectiveness.

انخفاض تأثير كمية المخدر باعتياد المدمن عليه:

Trait: You've probably used the term "character traits" before when referring to ways in which people behave, or explained someones behavior by saying, "that's just the type of person he/she is". These phrases all refer to a person's enduring characteristics or dispositions which give rise to their behaviors or behavior

patterns. For example, you may view yourself as a curious type of person. In this case, curiosity is one of your traits - it is enduring (won't disappear over time) and leads you to act in specific ways (like reading a lot to gather new information).

سمة:

Transference: Transference is a phenomenon where patients undergoing clinical therapy begin to transfer their feelings of a particular person in their lives to the therapist. For example, the patient may begin to feel the same feelings towards his or her therapist as the patient does for his or her lover. These types of feelings may be positive or negative. The therapist must be aware of this phenomenon and may even be able to use it to help the patient. For example, role playing with the patient.

الطرح:

Transsexual: A transsexual is an individual who has a strong desire to be the opposite sex and undergo surgery to change their sex. Before surgery most transsexuals report a feeling of being trapped in their body and believe they should have been born the opposite sex.

تغيير الجنس بجراحة:

Two-Factor Theory: This is also known as Schachter's Two-Factor Theory of Emotion, after Stanley Schachter. Schachter proposed that human emotions contain two factors or parts: physical arousal and a cognitive label. According to Schachter, both of these elements must be present for you to experience an emotion. Some form of arousal occurs (e.g., increased heart rate, perspiration

etc.). you then put some label on this arousal, and then experience the emotion. For example, imagine playing a physically demanding game like basketball. As soon as you are done with the game (and you are hot, your heart is racing, etc., which is the state of arousal) someone gives you some bad news. In response, you get angry (label the emotion as anger), and feel that anger. The question is, would you have gotten less angry about this news if you were not aroused from playing basketball? According to Schachter, you are probably going to be more angry in the aroused state than if you got the news in a less aroused state.

نظرية العاملين:

True Experimental Design: A true experimental design is one in which the researcher manipulates the Independent Variable (or variables) to observe its effect on some behavior or cognitive process (the dependent variable) while using random assignment of participants to groups in order to control external factors from influencing the results. Without both manipulation of the IV and random assignment of participants, you do not have a true experimental design and, as a result, can't establish cause and effect.

التصميم التجريبى الفعلى:

Two-Word Stage: Ah, children. How we love to hear them speak! Children go through a variety of different stages as they learn to speak. At approximately 2 years of age, they leave the one-word stage and enter the two-word stage. During this stage children start using two-word sentences more than just using single words for everything. For example, a child who wants to get milk may say "get milk" as opposed to only being able to say "milk". This shows a marked advancement in language skills. This stage is also marked by telegraphic speech.

مرحلة الكلمتين:

Type A Personality: Friedman and Rosenman conducted studies on the relationship between stress and heart disease. One of the outcomes was the discovery of Type A and Type B personalities. People who are classified as having Type A personality have characteristisc like: they have a sense of time urgency, find it difficult to relax, and often become impatient and angry when they get delayed (or if they are going to be late) or are around other people whom they view as incompetent. They are the opposite of Type B people.

الشخصية من النمط A

Type B Personality: Friedman and Rosenman conducted studies on the relationship between stress and heart disease. One of the outcomes was the discovery of Type A and Type B personalities. People who are classified as having Type B personality are better at relaxing without feeling guilty and working without becoming anxious or agitated. Some of the other characteristics include being more relaxed about time (they don't get overly stressed about being late), and are not easily angered. You probably know people who just seemed to be relaxed people who don't get angry often (they roll with the punches well)...these are the characteristics of a Type B. They are the opposite of Type A people.

الشخصية من النمط B

Unconditional Positive Regard: According to Carl Rogers, unconditional positive regard is when one person is completely accepting toward another person. This is not just a show of acceptance, but is an attitude that is then demonstrated through behavior. Rogers indicated that for humanistic type of therapy to work, the therapist had to have this for the client.

النظرة الايجابية غير المشروطة:

Unconditioned Response: In classical conditioning, there are stimuli that can produce responses all by themselves and without any prior learning. These types of stimuli are called unconditioned stimuli (US or UCS) and they evoke unconditioned responses (UR or UCR), or responses that are completely natural and occur without an organism going through any prior learning. For example, if you smell a lemon, it might get a sour taste in your mouth and you may salivate. This may occur from the time you are born and can occur without you ever having tasted a lemon before. The salivation and sour taste would be unconditioned responses.

الاستجابة غير الشرطية:

Unconditioned Stimulus: In classical conditioning, an unconditioned stimulus (US or UCS) is any stimulus that can evoke a response without the organism going through any previous learning; the response to the US (the unconditioned response) occurs naturally. For example, if you smell a lemon, it might get a sour taste in your mouth and you may salivate. This may occur from the time you are born and can occur without you ever having tasted a lemon before. The lemon, therefore, is a US since it produced the salivation and sour taste (the UR) naturally, without you having any previous experience with lemons.

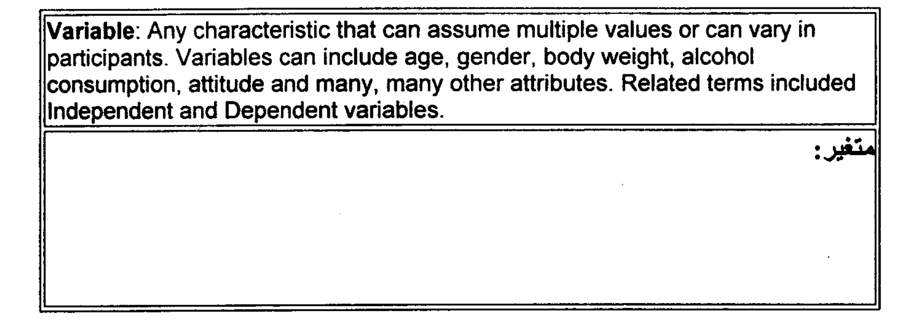
المثير غير الشرطي:

Unconscious: According to Freud, there are different layers or levels of human consciousness. At the surface (or top level) is the conscious; just below this is the preconscious; and at the very bottom is the unconscious. We may define the unconscious; the deepest level of consciousness, as a pool of unwanted or unacceptable ideas, wishes or desires, memories, and emotions. These unwanted things are pushed down into the unconscious so that we do not have to deal with them and so they do not interfere or cause problems in our daily lives. However, they can be traumatic if they surface and enter either the preconscious or the subconscious. For example, Freud believed that people often have horrifically sexual fantasies that are so difficult to accept and deal with (and considered wrong within the boundaries of a moral society) that they are hidden away in the unconscious so that we don't think about them and feel bad every day. However, if these fantasies rise to a higher level of consciousness it could result in us feeling ashamed and having emotional problems, or we could act out these fantasies and commit horrible acts.

اللاشعور:

Validity: All tests are designed to measure something; hopefully something specific. If the test does indeed measure what it is intended to measure, then we can say that the test is valid (or has validity). In psychology, tests are usually judged according to their validity and their reliability (if the test produces similar results each time the test is taken). Tests that are valid are also reliable. However a test might be reliable without it being valid. For example, let's say you go to class and your teacher says that he or she has learned that the weight of your head determines the likelihood of you getting cancer. So, each day at the beginning of class the teacher weighs everybody's head on a scale. This continues for one week. Across each day of the week, the weight of your head is going to remain approximately the same; thus we can conclude that the test is reliable. However, is this test valid; does it measure what it is intended to measure (that the weight of your head predicts the likelihood of you getting cancer)? The answer is....NO! So, although the test is reliable, it is not necessarily valid (it does NOT measure what it was designed to measure).

الصدق:



Variable: Any characteristic that can assume multiple values or can vary in participants. Variables can include age, gender, body weight, alcohol consumption, attitude and many, many other attributes. Related terms included Independent and Dependent variables.

متغير:

Variable Ratio Schedule (VR): This is going to be a little confusing at first, but hang on and it will become clear. A variable ratio schedule (VR) is a type of operant conditioning reinforcement schedule in which reinforcement is given after an unpredictable (variable) number of responses are made by the organism. This is almost identical to a Fixed-Ratio Schedule but the reinforcements are given on a variable or changing schedule. Although the schedule changes, there is a pattern - reinforcement is given every "N"th response, where N is the average number of operant responses. Let's give an example. You conduct a study in which a rat is put on a VR 10 schedule (the operant response is pressing a lever). This means that the rat will get reinforced when it presses the lever, on average (and this "on average) is the key), every 10 times. However, because it is an average, the rat may have to press the lever 55 times one trial, then only 2 times the next, 30 the next 50 the next, 1 time the next, and so on....just as long as it all averages out to reinforcement being delivered every 10 lever presses. See, it wasn't that bad.

جدول النسب المتغيرة:

Wavelength: The way we measure sound waves, audio waves, and other types of waves is by their length and their height (amplitude). The length of a wave (or wavelength) refers to the distance between the peak of one wave and the peak of the next wave. When the wave reaches its highest point, we use that as the first measure. Then the wave usually goes down to a low point before it begins to go

back up, all the way to a high point again. This second point is the next measure. We then simply use the distance between these points to identify the length of the wave.

طول الموجة:

Wechsler Adult Intelligence Scale (WAIS): Wechsler Adult Intelligence Scale (WAIS) is an intelligence test that is used quite commonly, and it measures the verbal and nonverbal abilities of adults. The test has been revised in recent years and is now called the WAIS-R. When using this test, the person scoring it or evaluating it would look to see if there are differences between the verbal and nonverbal sections. A big difference could mean that there is some kind of problem (such as a learning problem). There is also a similar test for children that also has two sections, but the items are designed to be age specific (at least in the sense of being designed for children as opposed to adults).

اختبار وكسلر لذكاء الراشدين:

Wernicke's Area: Wernicke's Area is an area of the brain that is very important in the development of language. The area is located on the left side of the brain, specifically on the left temporal lobe. Damage to this area can result in problems with language development and even an inability to develop language skills.

منطقة فرنيك

Withdrawal: When an organism (does not have to be a human; can be another type of animal) becomes addicted to a substance, and then they are prevented from having that substance for an extended period of time, they go through a period of withdrawal. This period of withdrawal involves feelings of discomfort and distress. For example, a person addicted to cocaine may experience long periods of nausea, vomiting, cold sweats, headaches, mood swings, and other very uncomfortable feelings. Both physiological and psychological aspects are involved in withdrawal.

الانسحاب:

Word Salad (verbal salad): Word Salad describes a very jumbled manner of speaking in which words are put together even though they don't form meaningful sentences. For example, a sentence such as "market dog blue asphalt" -- these words all have meaning but not when put together in this fashion. Schozophrenics often display this type of speach.

الكلمات المختلطة:

X Chromosome: The 23rd pair of chromosomes are the sex chromosomes. There are two types of sex chromosomes, an X and a Y. The X chromosome is a sex chromosome that both males and females have. Females have two X chromosomes, while males have one X and one Y chromosome. In humans, the mother always contributes an X chromosome, while the father can contribute either an X (creating a female child) or a Y (creating a male child).

الكروموسوم الأنثوى:

Xenophobia: This is an irrational fear of things that are foreign, especially foreign people. Someone with this disorder would be afraid and possibly even angry toward anything and anyone foreign.

الخوف من تالآجانب وكراهيتهم:

XYY syndrome: This is an abnormal condition in which a male is born with an extra Y sex chromosome. Although the evidence regarding this is not great, there is some evidence that this condition is associated with unusual aggressiveness.

متلازمةXYY:

Y Chromosome: The 23rd pair of chromosomes are the sex chromosomes. There are two types of sex chromosomes, an X and a Y. The X chromosome is a sex chromosome that both males and females have (females have two X chromosomes). The Y chromosome is the sex chromosome that contains one gene that signals a series of chemical events to occur during prenatal development, which together, result in the development of a male child. This Y chromosome comes only from the father, so if chromosomes from two women were combined to produce a child, they would be unable to produce a male.

الكروموسوم الذكرى:

Yerkes-Dodson Law of Arousal: This law states that an organism's performance can be improved if that organism is aroused in some manner. However, if the level of arousal increases too much, performance decreases. Of course, this level is different in everyone. An example of this is an athlete who performs better under real game situation than he/she does during practice games. There is more arousal (stress, excitement) during the real games which increases their performance. But, if the pressure becomes too much, their performance can decrease (e.g., missing an easy shot with time running out and losing the game – choking!).

قانون Yerkes-Dodson فى اثارة الدافعية:

Young-Helmholtz Trichromatic (three color) Theory: This is a theory of color

and how humans perceive color. According to this theory, the human retina contains three different receptors for color (meaning each one is most sensative to one color): one is most sensitive to red, one is most sensitive to green, and one is most sensitive to blue. These color receptors combine the colors to produce the perception of virtually any color. You notice that there are no receptors specific to orange, but by stimulating the right cones in the right way, orange color is produced.

نظرية الألوان الثلاثة لـYoung-Helmholtz

Zeitgeist: Zeitgeist means spirit of the time. It is the dominant perspective or ideology of a time. In the early days of psychology the "zeitgeist" was Structuralism, and then Functionalism, and so on. Whatever the primary perspective of the day is/was, is considered the zeitgeist.

روح العصر:

Zygote: When a female (human) egg is fertilized, it is no longer classified simply as an egg, but is now considered a zygote. For two weeks, the zygote goes through an amazing amount of development that occurs in the form of cell division. The cells of the zygote divide very rapidly, thus doubling during each division (we all start as just a single celled organism, but this changes very quickly).

البويضة المخصبة:

Abnormal Psychology علم نفس غير العاديين
Absolute العتبة المطلقة
Threshold:
Accommodation:المواء مة
Adaptation:التكيف
Adjustment: : التوافق
Adolescenc:المراهقة
Adulthood مرحلةالرشد
Affect:الوجدان
Affective Disorder:اضطراب الوجدان
Aggression: العدوان
Alexithymia: الجدب الانفعالى
Alpha Waves:موجات ألفا
Altered State (of consciousness: (حالة التغير (فى الوعى
Altruism: (الإيثار (الغيرية
Amnesia: فقدان الذاكرة المسبب
Amphetamines : المنشطات
Amygdala : الجسم اللوزى
Anaclitic Depression: اكتئاب الطفولة
Anal Character : الشخصية الاستية
Androgyny: خنثوى
Anorexia Nervosa : فقدان الشهية العصبى
Antisocial: مضاد للمجتمع
Antisocial Behavior:السلوك المضاد للمجتمع
Antisocial Personality:الشخصية المضادة للمجتمع
Anxiety:(القلق(الحصر
Anxiety Disorder:اضطراب القلق
Aphasia:الحبسة
Applied Research البحث التطبيقى
Aptitude Test : اختبارات الاستعداد
Assimilation :التمثل
Association:(الترابط (التداعى
Associative Learning: التعلم الارتباطى
Attachment:التعلق
Attitudes:الاتجاهات
Attraction:الجاذبية
Attribution: التأويل
Autonomic Nervous System:الجهاز العصبى اللاارادى
Automatic Processing: المعالجة الآلية
Aversion Therapy: العلاج بالتنفير
Avoidante Personality Disorder:اضطراب الشخصية المتجنبة
Babbling Stage : مرحلة الهذيان الطفلى
Basic Research:البحث الأساسى

Basic Research:البحث الاساسى
Basic Trust:الثقة الأساسية
Behavior Modification:(:تعديل السلوك
Behavioral Psychology (behavioral approach): علم النفس (المنحى) السلوكى
Behaviorism : السلوكيةالسلوكي
Binocular Cues: :اشارات الادراك البصرى المزدوج
Biofeedback :التغذية الحيوية الراجعة
Biological Psychology علم النفس الحيوى
Biopsychological Perspective : المنظور النفسى الحيوى
Bipolar Disorder : الاضطراب ثنائى القطبين
Body Language:: لغة الجسم
Broca's Area: منطقة بروكا
Bulimia Nervosaالشراهة العصبية :
Burnout: الاحتراق
Butterfly Effect:: تأثير الفراشة
Bystander Effect:تأثير المتفرج
Cardinal Trait:(السمة الجوهرية (الأساسية
Case Study: دراسة الحالة
Catatonic Schizophrenia:(الفصام التصلبى (التخشبى
Catharsis:التطهير الانفعالى
Causation:(السببية(العلية
Cause and Effect:: العلة والأثر
Central Nervous System (CNS): الجهاز العصبى المركزى
Cerebellum:المخيخ
Cerebral Cortex:القشرة المخية
Childhood:مرحلة الطفولة
Chunking: اختصار تجميعى
Classical Conditioning: الاشتراط التقليدى
Clinical Psychology:علم النفس العيادى
Closure: الاغلاق
Cognition:المعرفة
Cognitive Ability Tests: اختبار القدرة المعرفية
Cognitive Developmental Theoryنظرية النمو المعرفى
Cognitive Map:الخريطة المعرفية
Cognitive Perspective: المنظور المعرفى
Cognitive Therapy: العلاج المعرفى
Cohort:جماعة الأقران
Collective Unconsciousاللاشعور الجمعى
Collectivism: الجماعية
Color Constancy:ثبات اللون
Community Psychology::علم النفس المجتمعى
Compliance:المطاوعة
Componential Intelligence:الذكاء التحليلى
Concept:مفهوم

Concrete Operational Stage of Development: مرحلة العمليات العيانية
Conditioned Response : الاستجابة الشرطية
Conditioned Stimulus: المثير الشرطى
Conflict: الصراع
Confound: غير قطعى
Congruence (التطابق) التوافق
Connectedness: المتصلية
Consciousness: الشعور
Conservation: التحفظ
Constancies: الثبات
Construct Validity: صدق التكوين
Constructive Recall: (الصيغى) التذكر البنائى
Content Validity: صدق المحتوى
Context: السياق:
Contextual Intelligence: الذكاء السياقى
Continuity: الاستمرارية
Continuous Reinforcement: التعزيز المستمر
Control Condition (control group): شرط الضبط :
Convergent Thinking: (التقاربى) التفكير التجميعى
Convergent Validity: الصدق التقاربى
Conversion Disorder: اضطراب التحول
Correlation: الارتباط
Correlation Coefficient: معامل الارتباط
Counseling Psychology: علم النفس الارشادى
Counterbalance: التوازن المتبادل
Creativity: الابداعية
Criterion: محك
Critical Thinking: تفكير نقدى
Cross-Sectional Study: دراسة مستعرضة
Crystallized Intelligence: الذكاء البلورى
Culture: ثقافة:
Data: بيانات
Decibel (وحدة قياس شدة الصوت) ديسيبل
Declarative Memory: (الصريحة) الذاكرة التفصيلية:

Defense Mechanism :حيلة دفاع
Déjà Vu: شعور بتذكر خبرة لم تقع
Delta Wave:موجات دلتا
Delusions: ضلالات
Denial:الانكار
Dependent Variable (DV):المتغير التابع
Depressive Realism: الواقعية المثيرة للكآبة
Depth Perception: ادراك العمق
Descriptive Statistics: الاحصاء الوصفى
Developmental Psychology:(النمائى)علم النفس التطورى
Difference Threshold: العتبة الفارقة
Differential Psychology:(الفروق الفردية)علم النفس الفارقى
Discriminant Validity:الصدق التمييزى
Discrimination:التمييز
Displacement:الازاحة
Distress:الكرب
Divergent Thinking:التفكير التفريعى
Down Syndrome: متلازمة(زملة أعراض) داون
Drive:الدافع
Drive Reduction Theory:نظرية خفض الدافع
DSM-IV: الدليل التشخيصى الاحصائى الرابع
Dysphoria(الانهباط)العكننة
Dysthymia:الاكتئاب المزمن
Echoic Memory:ذاكرة الصدى
Ecological Validity:الصدق البيئى
Effect Size: حجم التأثير
Effortful Processing:المعالجة المجهدة
Ego:الأنا
Ego Strength:قوة الأنا
Egocentrism:التمركز على الأنا
Eidetic Imagery:التصور الذهنى التخيلى
Electroencephalogram (EEG)::التخطيط الكهربائى للدماغ
Embryo:الجنين
Emotion: الوجدان
Empathy:التعاطف
Empiricism:التجريبية
Encoding:الترميز
Episodic Memory:الذاكرة الاستطرادية
Equilibrium:التوازن
Eros:غريزة الحياة
Estrogen:" هرمون " استروجين
Ethnocentrism:(العرقى)التعصب العنصرى
Ethogram:قائمة نماذج سلوك النوع
Eustress:(الايجابى) الانضغاط البناء

Evolutionary Psychology::علم النفس التطورى
Existentialism : الوجودية
Experiment: التجريب
Experimental Condition: الشرط(الظرف) التجريبى
Explicit Memory: الذاكرة الواضحة
External Locus of Control: وجهة الضبط الخارجية
External Validity: الصدق الظاهرى
Extinction: الانطفاء
Extraneous Variable: المتغير الدخيل
Extrinsic Motivation: الدافعية الخارجية
Factor Analysis:: التحليل العاملى
Family Therapy: العلاج العائلى
Feature Detectors:: مستقبلات الهيئة
Fecundity:: الابداعية
Feel-Good, Do-Good Phenomenon" ظاهرة " شعورك طيب ، فعلك طيب
Figure-Ground: الشكل والأرضية
Fixation: التثبيت
Flashbulb Memory:: الذاكرة الوميضية
Fluid Intelligence:: الذكاء السائل(المرن)
Forensic Psychology:: علم النفس الشرعى
Formal Operational Stage: مرحلة العمليات المجردة
Free Association: التداعى الحر
Frequency Distribution: التوزيع التكرارى
Frontal Lobes: الفصوص الجبهية
Frustration-Aggression Theory:: نظرية الاحباط – العدوان
Functional Fixedness: التثبيت الوظيفى
Functionalism: الوظيفية
Fundamental Attribution Error: الخطأ الأساسى للعزو
Gender: النوع
Gender Identity: هوية النوع
Gender Role: دور النوع
Gender Schema Theory: نظرية البنية المعرفية للنوع
Gender-Typing: تطبع النوع
General Adaptation Syndrome: اضطراب التوافق العام
General Experimental Psychology:: علم النفس التجريبى العام
General Intelligence: الذكاء العام
Generalization: التعميم
Generalize (generalizability):: امكانية التعميم
Generalized Anxiety Disorder: اضطراب القلق المعمم
Generativity: الانتاجية
Genes: الجينات
Genital Stage:: المرحلة التناسلية
Gestalt:: الصيغة الكلية
Gestalt Therapy: العلاج الكلى

Good-Patient Role:الدور الجيد للمريض
Grouping:التفيئ
Hallucinations::الهلاوس
Hawthorne Effect:تأثير الهاوثورن
Health Psychology::علم نفس الصحة
Heritability::امكانية(قابلية) التوريث
Heuristic:؟ : الموجه الذاتى للكشف
Hierarchy of Needs:: هرمية الحاجات
Hippocampus: قرين أمون
Hormones: الهرمونات
Humanistic Perspective:المنظور الانسانى
Hypochondriasis::توهم المرض
Hypothalamus:تحت المهاد
Hypothesis:فرضية
Iconic Memory:: الذاكرة الأيقونية
Id::الهى
Identical Twins::التوائم المتطابقة
Identification:التوحد
Illusory Correlation::(الخادع)معامل الارتباط المضلل
Imagery::التصور الذهنى
Implicit Memory::الذاكرة الضمنية
Implosion:
Imprinting:
Incentives:
Independent Variable::المتغير المستقل
Individualism:الفردية
Industrial and Organizational Psychology (I/O Psy)::علم النفس الصناعى والتنظيمى
Inferential Statistics::(الاستدلالى)الإحصاء الاستنتاجى
Inferiority Complex:عقدة النقص
Informational Social Influence:التأثير المعرفى الاجتماعى
Ingroup Bias:التحيز للجماعة
Inhibition:(كبح)اعاقة
Insight::الاستبصار
Insight Learning::التعلم بالاستبصار
Insomnia::الأرق
Instinct:غريزة
Integrity:التكامل
Intellectualization:العقلنة
Intelligence::الذكاء
Intelligence Quotient (IQ)::نسبة الذكاء
Intelligence Test::اختبار الذكاء
Intensity::شدة
Interaction Effect::تأثير التفاعل

Internal Validity:الصدق الداخلى
Intimacy :الألفة
Intrinsic Motivation:الدافعية الداخلية
Introspection:الاستبطان
Intuition:الحدس
James-Lange Theory of Emotion::نظرية جيمس - لانج فى الانفعال
Just Noticeable Difference:الاختلاف الملحوظ بالكاد
Just-World Phenomenon:ظاهرة العالم المنضبط
Language :اللغة
Latency :الكمون
Latent Content:المحتوى الكامن
Latent Learning: التعلم الكامن
Learned Helplessness::قلة الحيلة المتعلمة
Learning (Conditioning)::التعلم(التشريط)
Levels of Processing::مستوى المعالجة
Libido :(الليبدو (الطاقة الجنسية/الحيوية
Limbic System:الجهاز الطرفى
Major Depression:الاكتئاب الشديد
Major Depressive Disorder::الاضطراب الاكتئابى الشديد
Mania::الهوس
Manifest Content::المحتوى الظاهر
Masochism::الماسوشية(المازوخية)
Mean::المتوسط الحسابى
Median::الوسيط الحسابى
Medulla::النخاع المستطيل
Meme:??????????? مختصر معلوماتى شائع:
Memory::الذاكرة
Menarche:الحيضة الأولى
Menopause::انقطاع الطمث
Mental Age::العمر العقلى
Mental Illness::الاعتلال (الوهن) العقلى
Mental Retardation::التخلف العقلى
Mental Set.?????????: الحالة (الوضع) العقلية
Metacognition:الميتامعرفية(الوعى الذاتىالآنى بالمعرفة)
Microexpressions::قسمات (تعبيرات) الوجه
Midbrain::المخ الأوسط
Minnesota Multiphasic Personality Inventory (MMPI): قائمة مانيسوتا متعددة الأوجه للشخصية:
Misinformation Effect (false memory)::تأثير المعلومات المضللة(الذاكرة المزيفة)
Mnemonics أساليب تقوية الذاكرة(معينات الذاكرة)
Mode::نموذج
Modeling::التنمذج

Modeling Therapy : العلاج بالتنمذج

Mood::الحالة المزاجية الراهنة
Mood Disorders::اضطرابات المزاج
Moral Development::النمو الخلقى
Morphemes::المقاطع اللغوية
Motivated Forgetting::النسيان المدفوع
Motivation::الدافعية
Motor Neurons::الأعصاب الحركية
Multiple Personality Disorder::اضطراب الشخصية المتعددة
Narcolepsy::الخدار
Naturalistic Observation::الملاحظة الطبيعية
Needs::الحاجات
Negative Afterimage::الصورة البعدية العكسية
Negative Reinforcement::التعزيز السالب
Negative State Relief:
Nervous System::الجهاز العصبى
Neural Networks::الشبكة العصبية
Neurons::الخلايا العصبية
Neuroses::العصاب
Neurotransmitters::المرسلات العصبية
Night Terrors::رعب الليل
Nonverbal Cues::التلميحات غير اللفظية
Normal Curve::المنحنى الاعتيادى
Normative Social Influence::التأثير الاجتماعى المعيارى
Norms::المعايير
Occipital Lobe::الفص القفوى
Oedipus Complex::عقدة أوديب
One-Word Stage:مرحلة الكلمة الواحدة
Operant Behavior:السلوك الاجرائى
Operant Conditioning:الاشتراط الاجرائى
Operational Definition::التعريف الاجرائى
Opiates::المسكنات الأفيونية
Oral Stage::المرحلة الفمية
Outgroup bias::التحيز ضد الجماعات الأخرى
Overjustification Effect:
Panic Attack::نوبة الفزع
Paradoxial Sleep::النوم النشط
Parallel Distributed Processing Model:
Paranoia::البارانويا(جنون الهذاء)
Paraphilia::بارافيليا
Parietal Lobe:الفص الجدارى
Partial Reinforcement::التعزيز الجزئى

Passionate Love:الحب العاطفى
Passive-Aggressive::عدوانى سلبى

Peak Experience::خبرة القمة
Perception::الادراك
Perceptual Constancy::الثبات الادراكى
Performance Appraisal::تقييم الأداء
Peripheral Nervous System::الجهاز العصبى الطرفى
Personality::الشخصية
Personality Disorders::اضطراب الشخصية
Person-Centered Therapy::(العميل)العلاج المتمركز على الشخص
Phallic Stage::المرحلة القضيبية
Phi Phenomenon::ظاهرة فاى
Philosophy::الفلسفة
Phobias::المخاوف المرضية
Phobic Disorder:(الخوافى) الاضطراب الرهابى
Phonemes::أصوات أسلسية
Phrenology
Phrenology::علم فراسة الدماغ
Pituitary Gland::الغدة النخامية
Placebo (placebo effect)::(خال من المادة الفعالة) دواء موح
Pleasure Principle::مبدأ اللذة
Pollyannaish(اسم اسطورى) شخص مفرط التفاؤل
Pons::القنطرة
Population::مجتمع البحث
Positive Regard:النظرة الايجابية
Positive Reinforcement::التعزيز الموجب
Postconventional Level:مستوى الحكمة
Post-Traumatic Stress Disorder:اضطراب انضغاط مابعد الصدمة
Preconscious:ماقبل الشعور
Preconventional Level:المستوى التقليدى
Predictive Validity::الصدق التنبؤى
Prejudice:التحيز
Premack Principle::مبدأ بريمك
Preoperational Stage::مرحلة ماقبل العمليات
Prepositional Reasoning:
Primacy Effect::تأثير الأسبقية
Primary Reinforcer::المعزز الأولى
Primary Sex Characteristics:(الأولية)الخصائص الجنسية الأساسية :
Priming
Privation:الحرمان
Proactive Interference :التداخل (الكف) القبلى
Procedural Memory: الذاكرة الاجرائية:
Projection:الاسقاط

Projective Test. :اختبار اسقاطى
Prototype :تصور نمطى
Psychoanalysis :التحليل النفسي
Psychoanalytic Perspective (psychoanalytic approach): :المنظور(المنحى) التحليلى النفسي
Psychodynamic Perspective::المنظور النفس-دينامى
Psychology:::علم النفس
Psychopathology:علم الأمراض النفسية
Psychophysics:
Psychophysiological Illness:::الاعتلالات الفسيولوجية النفسية
Psychoses الذهان
Psychosexual Stages of Development::مراحل النمو النفسى الجنسى
Psychosocial Development::النمو النفسى الاجتماعى
Psychosomatic::نفس-جسمي
Psychosurgery::الجراحة النفسية
Psychotherapy::العلاج النفسي
Punishment::عقاب
Pupil:(النِنى)بؤبؤ العين

Qualititative Data(بيانات نوعية(كيفية

Quasi Experimental Design:تصميم شبه تجريبى

Random Assignment

Random Sample::عينة عشوائية

Range::مدى

Rapid Eye Movement Sleep (REM) نوم حركة العين السريعة

Rational::منطقى

Rational-Emotie Tvherapy::- العلاج العقلانى المعرفى

Rationalizatin:العقلنة

Reaction Formation::تكوين رد الفعل العكسى

Reality Principle::مبدأ الواقع

Recall::(التذكر(الاستدعاء

Recency Effect::تأثير الأحدث

Reciprocal Determinism::الحتمية المتبادلة

Recognition::التعرف

Reconditioning::اعادة التشريط

Recovered Memory::الذاكرة المستعادة

Reflex:انعكاس

Refractory Period::فترة المقاومة

Regression Toward Mean::لمتوسط the الانحدار نحو ا

Rehearsal::الترديد المتكرر

Reinforcement::التعزيز

Reinforcer:المعزز

Relative Deprivation::الحرمان النسبى

Relative Size:الحجم النسبى :

Reliability:الاتساق :

REM Rebound::استئناف النوم سريع حركة العين

REM Sleep:النوم سريع حركة العين

Replication:تكرار البحث

Representative Sample:عينة ممثلة

Repression (repressed memory)::(الذاكرة الكبت المكبوتة)

Resistance::مقاومة

Reticular Activating System:

Retina::الشبكية

Retrieval::استرجاع

Retroactive Amnesia:فقدان الذاكرة القبلية

Retroactive Interference:التداخل (التشويش)القبلى :

Rods:العصويات

Role:دور :

Rooting Reflex:

Rorschach Inkblot Test:اختبار بقع الحبر لرورشاخ

: Sample:عينة

Savant Syndrome::متلازمة سافانت

Scapegoat Theory::نظرية كبش الفداء

اضطراب الشخصيةالفصامية::Schizoid Personality Disorder
بنية معرفية::Schema
الفصام::Schizophrenia
علم النفس المدرسى::School Psychology
المنهج العلمى::Scientific Method
المعزز الثانوى::Secondary Reinforcer
: الخصائص الجنسية الثانوية:Secondary Sex Characteristics
مراقبة الذات::Self Monitoring
تحقيق الذات:::Self-Awareness
الوعى بالذات: Self-Actualization
مفهوم الذاتSelf-Concept
الشعور بالذات::Self-Consciousness
كشف الذات: :Self-Disclosure
الاعتداد بالذات::Self-Esteem
الترميز اللفظي الدلالى::Semantic Encoding
الذاكرة اللفظية :: Semantic Memory
الإحساس::Sensation
المرحلة الحسية::Sensitive Period
مرحلة النمو النفسي-الحركى:Sensorimotor Stage of Development
التكيف الحسى::Sensory Adaptation
: الذاكرة الحسية:Sensory Memory
الأعصاب الحسية::Sensory Neurons
تأثير الترتيب التسلسلى::Serial Position Effect
: الفروق الجنسية:Sex Differences
أدوار الجنس::Sex Roles
الاختلال الجنسي الوظيفى::Sexual Dysfunction
الوجهة الجنسية:Sexual Orientation
الجنسية دورة الاستجابة:Sexual Response Cycle
: الذاكرة قصيرة المدى:Short-Term Memory
:Signal Detection Theory
التشابه::Similarity
:Single-Blind Research Method
صندوق سكنر::Skinner Box
: اعياء النوم:Sleep Apnea
: الساعة الاجتماعية:Social Clock
المعرفة الاجتماعية::Social Cognition
نظرية التبادل الاجتماعى::Social Exchange Theory
الشحذ الاجتماعى::Social Facilitation
نظرية الهوية ا لاجتماعية::Social Identity Theory
التأثير الاجتماعى::Social Influence
: القيادة الاجتماعية:Social Leadership
نظرية التعلم الاجتماعى::Social Learning Theory
: التقاعس(التواكل)الاجتماعى:Social Loafing
: المعايير الاجتماعية:Social Norms

علم النفس الاجتماعى: Social Psychology
نظرية الدور الاجتماعى: Social Role Theory
الأدوار الاجتماعية: Social Roles
الجهاز العصبى الجسدى:
علم البيولوجيا الاجتماعية: Sociobiology
المرضية الاجتماعية: Sociopath :
: الجهاز العصبى الجسدى Somatic Nervous System
الاضطرابات جسمية المظهر:: Somatoform Disorders
المشى أثناء النوم:: Somnambulism
: اختبارات السرعة: Speed Tests
المخ المنشق:: Split Brain
اتساق التجزئة النصفية:: Split-Half Reliability
العودة التلقائية:: Spontaneous Recovery
منحى المثير – الاستجابة:: S-R Approach (Contiguity)
الانحراف المعيارى: Standard Deviation
التقنين: Standardization
: اختبار ستانفورد – بينيه: Stanford-Binet Test
الاسترجاع المتوقف على الحالة:: State-Dependent Retrieval
: الدلالة الاحصائية: Statistical Significance
الاحصاءات: Statistics
تنميط:: Stereotype
المنبهات:: Stimulants
التخزين: Storage
القلق من الغرباء Stranger Anxiety
انضغاط: Stress
مصدر الانضغاط:: Stressor
البنائية:: Structuralism
التسامى:: Sublimation
شعور تحت العتبة:: Subliminal
الاقترابات الناجحة:: Successive Approximations
الأنا الأعلى:: Superego
Superordinate Goals:
القمع:: Suppression
مسح:: Survey
الجهاز العصبى التعاطفى: Sympathetic Nervous System
المشتبك العصبى: Synapse
الخفض المنظم لساسية الخوف:: Systematic Desensitization
النحو اللغوى:: Syntax
قيادة المهمة: Task Leadership
الحديث التلغرافى :: Telegraphic Speech
المزاج:: Temperament
Temporal Lobes:
هرمون الذكورة: Testosterone
الاتساق باعادة الاختبار : Test-Retest Reliability

انحدار الأسطح::Textural Gradient
المهاد::Thalamus
غريزة الموت::Thanatos
المادة الفعالة بالمارجوانا::THC
اختبار تفهم الموضوع:(Thematic Apperception Test (TAT
نظرية:Theory
نظرية Theory X:x
نظرية Theory Y::y
العتبة الحسية::Threshold
اقتصاديات توكن (السلوكات امناسبة من المرضى)::Token Economics
انخفاض تأثير كمية المخدر باعتياد المدمن عليه::Tolerance
سمة::Trait
Transduction:
الطرح::Transference
تغيير الجنس بجراحة::Transsexual
نظرية العاملين::Two-Factor Theory
التصميم التجريبى الفعلى::True Experimental Design
مرحلة الكلمتين:Two-Word Stage
الشخصية من النمط A Type A Personality:
الشخصية من النمط B Type B Personality:
النظرة الايجابية غير المشروطة::Unconditional Positive Regard
الاستجابة غير الشرطية:Unconditioned Response
المثير غير الشرطى::Unconditioned Stimulus
اللاشعور::Unconscious
الصدق::Validity
متغير:Variable :
Variable Interval Schedule:
جدول النسب المتغيرة::(Variable Ratio Schedule (VR
الارتفاع المدرك بصرياً::Visual Cliff
طول الموجة::Wavelength
اختبار وكسلر لذكاء الراشدين::(Wechsler Adult Intelligence Scale (WAIS
منطقة فرنيك Wernicke's Area
الانسحاب:Withdrawal
الكلمات المختلطة::(Word Salad (verbal salad
الكروموسوم الأنثوى::X Chromosome
الخوف من الأجانب وكراهيتهم::Xenophobia
متلازمة XYY::XYY syndrome
الكروموسوم الذكرى::Y Chromosome
قانون Yerkes-Dodson فى اثارة الدافعية:Yerkes-Dodson Law of Arousal
نظرية الألوان الثلاثة ل Young-Helmholtz Young-Helmholtz Trichromatic (three color) Theory: